REPORT ON THE STATE OF EDUCATION

IN THE

PUNJAB AND ITS DEPENDENCIES

FOR THE YEAR

1882-83,

BY

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Proceedings of the Hon'ble the Lieutenant-Governor of the Punjab, in the Home (Education) Department, No. 504½, dated Simla, 29th September 1883.

READ—

The Report on popular education in the Punjab during the year 1882-83.

REMARKS.—The acknowledgments of the Lieutenant-Governor are due to Colonel Holroyd for the prompt submission of the Report, and for the very interesting introduction which he has prefixed to it.

2. The progress of education during 1882-83 has been satisfactory in all departments. In particular the increase in the number of scholars attending primary schools for boys and in the expenditure on primary education generally, and the improvement in aided schools as shown by the results of the examinations, are subjects for congratulation. The greater successes which have been obtained in the University examinations of the year are also satisfactory.

3. In the Review of the Report for 1881-82 the state of popular education in the Punjab was examined by the Lieutenant-Governor at considerable length, and some defects of the present system, and the remedies which His Honor wished to see applied, were discussed. During the past year special attention has been devoted to these matters by the Local Government, the Director of Public Instruction, and the Senate of the Punjab University, and good progress has been made towards the introduction of the necessary alterations and improvements. The steps taken with regard to these questions will be briefly detailed below ; but as the present period is one of transition, and as the report of the Education Commission has not yet been received by the Local Government, His Honor will not again go over the ground covered by the Review of last year, or deal in detail on the present occasion with the educational questions which have since arisen.

4. The principal points which were discussed in the Review of last year were the utilisation of indigenous schools, the system of grants-in-aid, and the method of assigning scholarships.

5. *Indigenous Schools.*—Regarding the first of these the Director of Public Instruction has collected a large amount of interesting information which is recorded in pages 4—18 of the Report in a more complete form than has ever been the case before. These statistics show that there are at present in the Punjab 13,109 indigenous schools attended by 135,384 pupils. Of these 3,357 schools contain more than 12 boys each, and have an average attendance of 22, and 4,336 schools contain an average of 9 pupils each and a minimum of 6. The figures compare with those of the Government and aided schools as follows :—

	No. of schools.	*No. of boys.*	*Average attendance.*
Government and aided ...	1,559	98,696	63
Indigenous ...	13,109	135,384	10

If the results be contrasted by circles, it will be seen that those circles in which education is most backward in Government and aided schools are most forward in the matter of indigenous schools :—

CIRCLE.	*No. of Schools.*		*No. of Scholars.*	
	Government and Aided.	Indigenous.	In Government and Aided Schools.	In Indigenous Schools.
Umballa ...	442	1,255	25,323	14,950
Lahore ...	657	3,272	40,462	35,717
Rawalpindi ...	235	5,562	19,618	61,293
Mooltan ...	225	3,020	13,293	23,424

Thus while the number of children in indigenous schools is only three-fifths of that in Government and aided schools in the Umballa Circle, and is not quite so large as the number in the latter class of schools in the Lahore Circle, in the Rawalpindi Circle it is treble as many, and in the Mooltan Circle nearly double. The districts which show the largest number of scholars in indigenous schools are Jhelum, Gujrat, Hazara, Rawalpindi, Bannu, Sialkot, Gujranwala and Peshawar. In all of these districts, with the exception of Bannu and Peshawar, a larger sum than the whole receipts from the educational cess is spent by the district committees on primary education, so that it cannot be said that indigenous schools have altogether been called into existence by the want of Government schools. As regards Bannu and Peshawar, the Lieutenant-Governor would wish to receive a special report why so small a sum is spent on primary education, and to what objects the remainder of the proceeds of the cess are devoted, as the grant from this source towards secondary education is only Rs. 347 in the former district and Rs. 100 in the latter.

6. The comparison of these figures is, the Lieutenant-Governor considers, very instructive, and shows that if Government is to reach the masses, and in particular the Muhammadan section of the population, it must work through the indigenous schools. It is a hopeful sign, therefore, that in some districts the teachers in indigenous schools are anxious to obtain Government assistance. This desire will no doubt spread as the proposed system of grants-in-aid becomes more widely known and better understood. The Director of Public Instruction reports that some of the indigenous schools are well taught by able masters, but that in the vast majority of cases the teaching given in them is unworthy of the name, and that the mass of teachers are quite illiterate, more than one-third being unable to read a printed book or write. No doubt there is much room for improvement in these respects, but to ignore these schools altogether is, as was pointed out in the Review of last year, sheer waste of so much educational material. The enquiry made by the Director has apparently been careful and exhaustive, and the Lieutenant-Governor anticipates the best results from it. But this enquiry is merely the first step towards the utilisation of indigenous schools, and the question must now be taken up by the Deputy Commissioners and local bodies of each district, as proposed in paragraphs 13 and 14 of the Review of last year. Sir Charles Aitchison will be obliged to the Director of Public Instruction if he will commence this work at once, and will forward to the Local Government the replies of the Deputy Commissioners and local bodies of each Division as soon as possible. The Deputy Commissioners and local bodies should be particularly invited to state what funds they can devote to the improvement of these schools, and in what form aid can most suitably be given so as to improve them without destroying their distinctive character.

7. From the statistics collected by Colonel Holroyd it appears that more than one-half of the indigenous schools of the Province are purely Koran schools, and that these schools with the schools which teach Persian in addition to the Koran contain 95,936 pupils out of the whole number. It follows naturally from this that the districts and educational circles which show the largest Muhammadan population show also the largest number of indigenous schools, and it is a remarkable fact that while the proportion of Hindus to the total number of pupils in Government and aided schools is 50½ per cent., in indigenous schools it is only 19 per cent. It seems clear, therefore, to the Lieutenant-Governor, as already said, that the Government must work through these indigenous schools in order to reach the Muhammadan population of the Province, and His Honor has no doubt that many of these schools would gladly combine secular education with religious instruction if they could. The religious difficulties, which form obstacles in the way of the general education of Muhammadans, and which in some cases seriously affect their prospects of obtaining a full share of the posts in Government service, have been under the consideration of the Lieutenant-Governor during the past year, and His Honor feels sure that much may be done in the case of indigenous schools to overcome these difficulties. In Government schools, in accordance with

the policy of religious neutrality which the Government is bound to observe, Muhammadans can obtain only secular education without religious education ; in their own schools, broadly speaking, they obtain religious instruction without secular instruction, and they prefer this to the alternative offered by the Government schools. But the Lieutenant-Governor believes that if the opportunity were offered to them, they would above all prefer religious and secular instruction combined. Such an opportunity will presently be offered by the expansion of the grant-in-aid system, and this, as it appears to His Honor, is the best and most natural way of solving the religious difficulty wherever it exists. The statistics now collected show that throughout the backward districts of the Province there is a strong desire for religious education, and His Honor can hardly doubt that if proper advantage is taken of this, an equally strong desire for elementary secular education may be developed in these parts. The Deputy Commissioner of the Muzaffargarh district states in his report on indigenous schools that many of the masters declare that, if assisted by Government, they will add arithmetic to their course, and this example will probably be generally followed elsewhere.

8. *Grants-in-aid.*—The system of grants-in-aid by payments according to results was discussed in paragraphs 15 and 16 of the Review of last year, and since then has been under the careful consideration of the Director of Public Instruction and the Punjab University. The Local Government, however, is unable to take any decided steps in the direction of this measure until it is in possession of the views of the Education Commission on the subject. In the case of indigenous schools it will probably be necessary that the grant-in-aid should often take the form of allowances to competent teachers, and the Lieutenant-Governor would take this opportunity to record his opinion that one of the best ways of making grants-in-aid is to lend trained teachers to take the place of the teachers of indigenous schools, either permanently or while the latter are undergoing a course of instruction at some normal school. His Honor hopes that the Government of India will be able to approve for the Punjab rules similar to those sanctioned for Burmah, prescribing the conditions on which teachers are lent. In considering the best way of improving and developing indigenous schools this matter should be borne in mind by Deputy Commissioners and local bodies. The free recourse which has been had to this system in Burmah has worked wonders in the religious schools there, and His Honor hopes that a similar success will attend its operation in the Punjab, if the general principle meets with the approval of the Supreme Government.

9. *Scholarships.*—The kindred question of the grant of scholarships has also been under careful consideration during the year, and the Lieutenant-Governor now awaits the final expression of the opinion of the Senate of the Punjab University on the scheme submitted by the Director of Public Instruction. This scheme, which has been accepted by the Syndicate, provides a graduated scale of rewards of merit from the examination of the upper primary school to that for the degree of Bachelor of Arts and Oriental Learning, varying in amount from Re. 1-8 per mensem, with an additional subsistence allowance of Re. 1 per mensem where the scholarship-holder is obliged to leave the place of his home in order to attend a middle school, to Rs. 35 per mensem for students placed in the first division of the examination for the degree of Bachelor of Arts. The sum of Rs. 18,000, which has hitherto been assigned from provincial revenues for the grant of scholarships in accordance with the results of the middle school examination, will be localised from the beginning of next year, and a certain number of scholarships of a value of Rs. 3 per mensem, with an additional allowance of Rs. 2 per mensem where the scholar is obliged to leave his home to attend a high school, will be annually offered for competition in each division, half the number paid for by each district being reserved for boys of that district. The scholarships will be tenable in any Government or aided high school in which special arrangements are made to enable students to complete the entrance course within the period fixed either for two years, or, in the case of boys who pass the middle school examination in the vernacular but afterwards desire to acquire a knowledge of English, for three years. The expenditure on scholarships for the upper primary school examination

will not be less than it has hitherto been as long as the present financial contract between the Local and Provincial Governments lasts ; and it is calculated that this will allow one scholarship to be given annually for every 200 boys under instruction, but this provision will not of course prevent the grant of additional scholarships by Municipal or local bodies. For the lower primary examination scholarships are not considered necessary. The proposed scale of scholarships to be awarded in accordance with the results of the Punjab University examinations is as follows :—

Class of Examination.	First Division.		Second Division.	
	Arts Side.	Oriental Side.	Arts Side.	Oriental Side.
	Rs.	Rs.	Rs	Rs.
Entrance examination ...	15 per mensem	12 per mensem.	10 per mensem	8 per mensem.
Intermediate examination ...	24 ditto.	16 ditto.	15 ditto.	12 ditto.
Bachelor's Degree ...	35 ditto.	24 ditto.	25 ditto.	16 ditto.

The Lieutenant-Governor is disposed to consider that the scholarships at present given from public funds are in some respects excessive. In future they will not be given for a fixed proportion of passes ; and in the case of all scholarships from these funds other than University scholarships, the number will be fixed and localised, and the rewards will be assigned solely by merit as above explained.

10. Turning now to the events of the year recorded in the present Report, the Lieutenant-Governor would make the following observations :—

11. *University Education.*—The Punjab University came into existence on 14th October 1882, and the first meeting of the Senate took place on the same date. On 18th November the inaugural convocation of the University was held in the hall of the Lahore Government College by His Excellency the Viceroy and Governor-General, Patron of the University, on which occasion the Honorary Degree of Doctor of Oriental Literature was conferred on Dr. Leitner, and the Degrees of Master of Arts and Bachelor of Arts and Oriental Learning were conferred upon five graduates of the University.

The results of the University examinations show, as already stated, a great improvement on those of 1881-82. The success of the candidates from the Lahore Government College cannot, however, be considered altogether satisfactory, and His Honor would wish that as long as the College remains under the immediate control of the Director of Public Instruction, a special report should be submitted to the Local Government on the results of each examination as soon as they are known. The Judges of the Chief Court have been addressed regarding the increasing tendency of students to read Law simultaneously with the Arts course, and it has been suggested to them that a certain Arts course should be compulsory before students are permitted to study Law. On receipt of the reply of the Judges the question will be referred to the Senate of the Punjab University for opinion. The Senate has already under consideration the best means of preventing fluctuations in the difficulty of questions set in the examination papers from year to year, and any ground of complaint which may have existed in the past will no doubt be removed. The work of the Oriental College during 1882-83 does not appear to have been very satisfactory, judged by the results of the examinations, but on this subject the Lieutenant-Governor will await the receipt of the report which he believes is being prepared by order of the Senate. His Honor does not understand why English is taught in the Oriental Department (paragraph 110 of the Report), and he is equally at a loss to understand why a separate Oriental staff should be maintained at the Government and Oriental Colleges both, especially as the teachers in the former are said to be unable to lecture in English The latter question, however, is under

separate consideration, and does not require further notice in the present place. Sir Charles Aitchison observes with pleasure the success which has already attended the establishment of St. Stephen's College, Delhi, and will watch the progress made under the able tuition of the Rev. Mr. Allnutt and his colleagues with much interest.

12. *Training College and Normal Schools.*—The work of the Central Training College at Lahore appears to have been very satisfactory during the past year. In addition to his own work, Mr. Dick has devoted much time, in consultation with the Director of Public Instruction and Mr. Rodgers, Principal of the Christian Vernacular Education Society's Normal School at Amritsar, to the perfecting of a scheme of studies and examinations for students under instruction in Government and aided normal institutions. The report of the Committee has been recently before the Lieutenant-Governor, and the conclusions arrived at in it have been generally accepted by him. His Honor therefore wishes to take this opportunity of publicly thanking the gentlemen concerned for the trouble taken by them in this matter.

13. *Education of Europeans and Eurasians.*—The action taken by the Local Government during 1882-83 to improve the facilities of education for European and Eurasian children is described by Colonel Holroyd in paragraphs 71-72 of the Report. At present it is too early to offer any remarks on the success of the measures adopted which should be prominently noticed in each annual report of the Director of Public Instruction. It is at present under consideration to enlarge the Murree Lawrence Asylum and to make the additional accommodation available for the children of the general civilian public and the servants of the Railway Companies of the Punjab, and His Honor hopes to be able to state in the Review of next year that steps have been actually taken towards the realisation of this plan. The special reasons why the Bishop Cotton School at Simla does not contain more than two-thirds of the number for which accommodation is provided should be carefully inquired into by the Director of Public Instruction and reported for the information of the Lieutenant-Governor.

14. *Secondary Education.*—The results of the examinations which test the attainments of students in the high and middle schools of the Province show a great improvement for the past year, and the Lieutenant-Governor considers them to be satisfactory. The improvement in aided institutions as shown by the results of the Entrance Examination is particularly good, and His Honor hopes that this will be maintained in future. The success obtained by the Delhi School in the middle school examination in English, and by the Gurgaon schools in the middle examination in vernacular, has been remarkable, and reflects great credit on the teachers concerned. The Lieutenant-Governor also notices with satisfaction the large increase in fees collected in schools for the secondary education of boys, as this indicates a beginning of self-help in higher education which is so necessary if such education is really to strike deep root in the Province. The transfer of the middle school examination to the control of the Punjab University has not yet been actually carried out. The subject, however, is being fully discussed, and the Lieutenant-Governor hopes that the examinations of next spring will be conducted under the auspices of the University.

15. *Primary Education.*—The number of boys attending the primary schools, which are under the control of the Educational Department, was 98,696 at the close of the year, which is larger by 2,000 than the highest number ever before reached in the Province. The expenditure on primary education rose from Rs. 4,77,386 to Rs. 4,86,665, the principal increase, *viz.*, Rs. 5,785, being under the head of fees, and the number of boys who passed the lower primary school examination was larger by nearly 1,000 than in 1881-82. The Lieutenant-Governor considers these results to be very satisfactory as far as they go, and he trusts that they are a presage of still greater things to come. Since the close of the past financial year a sum of nearly Rs. 7,000 has been assigned from Provincial revenues in addition to previous expenditure for the opening of new primary schools, an equivalent

amount being provided from local sources, and it is hoped that it may be possible to develope this policy still further during the ensuing year. A full report on the condition of primary education in each district of the Punjab, and a brief notice of each school, was furnished by the Director of Public Instruction in June last, and has been recently circulated to all District Officers under the Resolution of this Government No. 245, Home, of 21st September. In that Resolution the attention of all officers and local bodies has been invited to the principal defects noticed in the report of Colonel Holroyd, and His Honor trusts that during the cold weather of 1883-84 special care will be devoted to this subject. In the same Resolution the Lieutenant-Governor has suggested that much may be done towards developing and improving primary schools by granting small areas of land revenue free, and organizing collections of grain at harvest time for their support. The latter measure at least would apply to indigenous schools as well as to Government schools, and indeed an excellent school at Kohat with 183 pupils is said to be supported by these means. Sir Charles Aitchison feels sure that if a judicious appeal were made to the people of the country to assist in these ways towards the maintenance of primary schools, Government or indigenous, it would meet with a ready response on their part in many districts of the Punjab. Rules drawn up by the Director of Public Instruction for the inspection of primary schools by tahsildars are now under the consideration of the Financial Commissioner, and will no doubt be issued shortly. The Director of Public Instruction has remarked that the lower division of aided primary schools is as a rule markedly inferior to that in Government schools. Now that the secondary department of both classes of schools is so nearly upon an equality, His Honor hopes that no efforts will be spared by the managers of aided primary schools and departments to raise the standard of their pupils up to that of the Government institutions. The incompetent teachers of Government primary schools should be gradually weeded out, and only certificated teachers employed. The Lieutenant-Governor wishes to be informed how many certificated teachers the normal schools of the Province have supplied for primary and secondary schools during the past ten years, and how many it is calculated will be required annually in future. The introduction of the system by which a portion of the salaries of a teacher will be made to depend on results will no doubt have a good effect towards remedying existing defects as regards the teaching staff of primary schools.

16. *Female Education.*—The general condition of female education in the Punjab cannot be considered satisfactory, but it may be hoped that substantial progress will be made presently when the new system of grants-in-aid is introduced, and local bodies take a greater interest in the cause of education which will be more directly under their control than has been the case hitherto. The Lieutenant-Governor observes with pleasure the testimony borne by the Director of Public Instruction to the success of female schools at Amritsar which are managed by a committee under the superintendence of Mrs. Rodgers, the Lady Superintendent of the Female Normal School, and His Honor would be glad if the Local Officers and Municipal Committees will give all the assistance and support in their power to these schools. The attention of the Commissioners of the Lahore and Rawalpindi Divisions is invited to the unfavourable notice of the female schools mentioned in paragraphs 267 and 270 of the present Report. If, as is stated, the schools of Bedi Khem Singh are supported almost entirely from the public revenues, early measures should be taken to make the arrangements and instruction in them more satisfactory. The proposals of Colonel Holroyd that double grants should be allowed in the case of girls who pass the prescribed examinations, and that a lower standard of acquirements than in the case of boys should be accepted as qualifying for an allowance in part payment of the salary of teachers of female schools, require separate consideration, and a special report should be submitted showing the probable financial effect of these recommendations. A sum of Rs. 500 has been sanctioned during the present year to provide for the inspection by ladies of such schools as are not yet open to examination by the Circle Inspector. The Lieutenant-Governor will await the report of the results of this experiment with interest.

17. *Technical Schools*.—The work done by the Mayo School of Art continues to be useful and satisfactory, and the Lieutenant-Governor would be glad to see the plan of making allowances to promising youths to enable them to obtain instruction at the school more generally adopted by Municipal and Local bodies. Since the close of the year an annual grant of Rs. 1,200 has been made to the Medical School, Lahore, with the special object of allowing a female class to be started there, in accordance with the suggestions made in paragraph 29 of the Review of last year. This sum will be devoted to the payment of a matron, and the grant of scholarships of a value of Rs. 10 each per mensem to six female students. The Director of Public Instruction has remarked in paragraph 322 of the Report that the Industrial Schools at Hoshiarpur and Kasur pay too little attention to purely native demands. If this is the case the fault will no doubt be remedied when the schools are placed under the control of local bodies. The special report on the Kasur school, which the Financial Commissioner has been requested to submit, has not yet reached the Local Government. Its submission should now be expedited.

18. *Wards' School at Umballa*.—The reorganisation of the Wards' School at Umballa has been under the consideration of the Lieutenant-Governor during 1882-83, and shortly after the close of the year a Resolution, No. 142, Home, of 15th June, was issued on the subject. It is proposed to enlarge the school and throw it open to the sons of native gentlemen under a system of stricter discipline and control than has hitherto been in force. The institution will be placed under the management of a committee of English and Native gentlemen, and under the patronage of the Lieutenant-Governor and the principal Ruling Chiefs of the east of the Province. The detailed arrangements are now being worked out by the Commissioner of the Umballa Division, and His Honor trusts that the new scheme will be brought into force before the close of the current financial year. A grant-in-aid will be made to the school in accordance with the general principles for such grants in the Province, and a special building grant will also be sanctioned towards the construction of the new buildings which are necessary.

19. *Text Book Committee*.—Owing to the special calls made on the time of many of the Members of the Text Book Committee by the Punjab University in connection with the framing of the new statutes and the discussion of many important questions referred to it by the Local Government, the work of preparing a list of approved books for the course of studies prescribed in the Punjab has not proceeded very far at present. The Lieutenant-Governor hopes that he will shortly be favoured with a preliminary list, and that the Committee will find it convenient to hold more frequent meetings than has been possible in the past. The remark of the Director of Public Instruction that existing series of English Readers are all unsuitable for native scholars, as they assume a knowledge of manners and customs of Western social life which few of such scholars possess, is not entirely understood. A similar argument would apparently prevent any Greek or Latin book from being read in European schools.

20. *Book Depôt*.—The question of the Book Depôt is not suited for discussion in the review of an annual report. It will be considered separately by the Lieutenant-Governor.

21. *Prizes*.—Sir Charles Aitchison is glad to observe that a number of prizes have already been established by private subscriptions. His Honor has no doubt that this satisfactory commencement will be maintained, and that a large number of well-to-do persons who are interested in education will come forward to give prizes for the encouragement of learning. The thanks of the Local Government should be conveyed by the Director of Public Instruction to the donors mentioned in the present Report for their liberality.

22. The Lieutenant-Governor agrees with the view expressed by Colonel Holroyd that the services of Native Assistant Inspectors should be utilised as far as possible. His Honor observes with satisfaction the favourable report of the work of Lala Piari Lal, and regrets that an early death should have deprived the Punjab Educational Department of so efficient an officer as Lala Buldeo Sahai.

23. In conclusion, the Lieutenant-Governor wishes to record his acknowledgments of the labours of the Punjab University since its inauguration. Not only has the Senate completed a revised set of Statutes, Rules and Regulations, which has been submitted to the Government of India for the sanction of the Governor-General in Council, but in all the important educational questions which have been discussed during the past ten months, it has favoured the Lieutenant-Governor with excellent opinions, the result of much consideration and labour, which have been of the greatest value to him and the Director of Public Instruction. In this respect the expectations which were expressed in paragraph 22 of the Report of last year have so far been more than fulfilled.

ORDER.—Ordered that the above Review be printed and published with the Report as usual.

Also that it be forwarded to the Government of India, in the Home Department, with the usual number of copies of the Report.

Also that it be published in the *Punjab Government Gazette*.

By order of the Hon'ble the Lieutenant-Governor,

H. C. FANSHAWE,

Offg. Junior Secretary to Government, Punjab.

Punjab Government Secretariat Branch Press, Simla—4-10-38—382

REPORT ON THE STATE OF EDUCATION

IN THE

PUNJAB AND ITS DEPENDENCIES

FOR THE YEAR 1882-83.

CHAPTER I.

INTRODUCTION.

General statistics.

1. The Government and Aided Educational Institutions in the Punjab comprise 2 Arts Colleges, 25 High schools or departments of schools, 206 Middle schools or departments, 1,559 Primary schools, a Training College, a School of Art, a Medical school, 4 Normal schools, and 3 Industrial schools for males; and 1 High school, 4 Middle schools, 321 Primary schools, 4 Normal schools, and an Industrial school for females.

Oriental College statistics not included.

2. The Oriental College and school maintained by the Punjab University have not been shown in the returns, the question of classification being still under the consideration of Government.

Increase in the number of institutions.

3. There has been an increase of 1 Arts College, 1 High school, 3 Middle schools, and 33 Primary schools for males; and of 2 Middle schools and 4 Primary schools for girls.

Number of scholars on the rolls in different institutions.

4. Of institutions for the education of males, Arts Colleges contained at the close of the year 113 scholars, High schools 674, Middle schools 6,088, Primary schools 98,696, the Central Training College 57, the School of Art 55, the Medical school 152, Normal schools 197, and Industrial schools 78. In the single High school for females there was 1 scholar, in Middle schools there were 22, in Primary schools 9,803, in Normal schools 110, and in the Industrial

school 24. Institutions for the general education of males contained on the whole 105,571 scholars, and those for special and technical education 539. Institutions for the general education of females contained 9,826 scholars, and those for special and technical education 134. The total number of scholars on the rolls was 116,070.

Increase in the number of scholars on the rolls.

5. There has been an increase of 10 scholars in Arts Colleges, of 172 in High schools, of 670 in Middle schools, and of 4,777 in Primary schools for boys. In female schools for secondary education there has been an increase of 6 scholars, and in Primary schools an increase of 64. The total number of scholars has increased by 5,643, having risen from 110,427 to 116,070. This exceeds the highest number previously on record—that, namely, of 1877-78, by 2,862. In that year there were 113,208 scholars on the rolls. During the next two years the numbers fell to 100,442. This falling-off was due partly to reductions of establishments owing to a deficiency of funds caused by the withdrawal of grants for Vernacular education from the old General Local Fund and from Provincial Revenues, a deficiency which could not be immediately made good from Local Funds. The main causes, however, were the prevalence of sickness and the disturbing effects of the war in Afghánistán. During the last three years there has been an increase of 15,628 scholars, and the number on the rolls is higher now than it has been at any previous time.

Classification according to race or creed of the scholars on the rolls of all institutions.

6. Amongst the total number on the rolls are included 885 Europeans and Eurasians, 801 Native Christians, 58,673 Hindús, 43,847 Muhammadans, 10,666 Sikhs, and 1,198 scholars of other denominations. There has been an increase under every head during the year under report.

Number of scholars learning English and the Vernacular.

7. In High schools 631 boys are taught through the medium of English, and 43, who do not learn English, through the medium of the Vernacular. English Middle schools for boys contained 3,177 scholars, of whom 3,111 were learning English; and Vernacular Middle schools 2,911. English Primary schools for boys contained 24,490 scholars, and Vernacular Primary schools 74,206. In Government English Primary schools, English is taught in the upper division only, *i.e.*, in the two higher classes; in Mission schools it is often taught at an earlier

stage. The total number of boys in Primary schools actually learning English at the close of the year was 8,717. On the whole, 12,459 boys in schools for general education were learning English. In female schools for general education 675 girls were taught English, the majority of whom were Europeans and Eurasians.

Of schools for the Primary and Secondary education of males, 1,627 with 94,492 scholars are Government institutions, and 163 with 10,966 scholars are Aided institutions. Of female schools for general education, 142 with 3,692 girls are Government institutions, and 184 with 6,134 girls are Aided. The Training College, the School of Art, the Medical school, three of the Normal schools for masters, and two of the Industrial schools for males are Government institutions, and 1 Normal school for masters, the 4 Normal schools for mistresses, 1 Industrial school for boys, and the Industrial school for females are Aided.

Comparative results of prescribed examinations.

8. The following table shows the results of the prescribed examinations held during the latter part of 1882-83 or soon after the close of the year, as compared with those held during the latter part of 1881-82 and the early part of 1882-83 :—

			Number passed the last examination	Number passed the previous examination
Primary School Examination	Lower...	Boys	8,568	7,607
		Girls	104	107
	Upper...	Boys	4,237	4,214
		Girls	58	29
Middle School Examination...	Anglo-Vernacular		759	515
	Vernacular		661	548
Do. Do. for Europeans ...	Boys		11	10
	Girls		...	4
Entrance Examination ...	Calcutta University		70	55
	Punjab University	English	102	63
		Vernacular	20	10
First Arts Examination ...	Calcutta University		8	8
Intermediate Examination ...	Punjab University	English	18	13
		Vernacular	3	2
Bachelor of Arts Examination...	Calcutta University		...	2
Do. Do. ...	Punjab University	English	6	1
B. O. L. Do.		Oriental	1	...
Master of Arts Examination ...	Calcutta University		...	2
Do. Do. ...	Punjab University	English	3	3
M. O. L. Do.		Oriental	3	...

Financial statistics.

9. The total expenditure amounted to Rs. 16,21,218. Of this amount, Rs. 6,52,521 were paid from Provincial Revenues, Rs. 4,53,639 from District Funds, Rs. 1,56,293 from Municipal Funds, Rs. 13,382 from the proceeds of endowments, Rs. 1,33,889 from fees, and Rs. 2,11,494 from other sources. The percentage on the total expenditure was 3·6 for Arts Colleges, 19·9 for Secondary education, 38·7 for Primary education, 7·7 for Special and technical training, 5 per cent. on Scholarships for general and 2·3 on Scholarships for technical education, 10 per cent. on Direction and Inspection, and 7 per cent. on Buildings. The balance of 5·8 per cent. was expended on the grant to the Punjab University, on the Book Depôt, and on miscellaneous charges. The expenditure on the Book Depôt is merely nominal, being more than covered by the sale of books.

Comparison of expenditure with previous year.

10. The expenditure shown in the last returns was Rs. 15,84,281, so that there has been an increase of Rs. 36,937. The chief heads under which an increase is shown are : Arts Colleges Rs. 12,063, Secondary education Rs. 6,338, Primary education Rs. 21,550, and miscellaneous expenditure Rs. 8,518. Under Inspection and some other heads there has been a decrease. The increased expenditure on Arts Colleges is due to the organization of St. Stephen's Mission College at Delhi to which a grant has been allowed. The increased expenditure on Government schools for Secondary education is more than covered by the increase of fees. In the expenditure from public funds there has been a reduction. In the case of Aided institutions there has been a small increase in the expenditure from public funds, from fees, and from other sources. In the case of both Government and Aided schools for Secondary education the cost of educating each pupil has diminished. The increase of expenditure on Primary schools has been incurred in both boys' and girls' schools, amounting to Rs. 9,279 on the former and Rs. 12,271 on the latter. The increase under the head of Miscellaneous is due in part to the award of special grants on account of initial expenses of certain European schools, water-supply to several institutions, &c., &c.

Information regarding indigenous schools in the Province.

11. In accordance with the instructions of His Honor the Lieutenant-Governor an enquiry has been made during the year under report regarding the locality, class and condition of the indigenous schools of the Province ; and full information has been obtained, district by district, as to the places where schools are situated,

the names of the teachers in charge, the subjects of instruction, and other particulars. The general results are shown in three statistical tables which have been appended to those prescribed by Government for schools under regular inspection. These tables are based on returns showing the statistics of each individual school.

12. Table No. I shows the number of schools, and the total number of scholars, the number of Hindús, Muhammadans, Sikhs, and others, and the number of agriculturists and non-agriculturists in attendance.

Table No. I shows number of indigenous schools and scholars.

Detail of information contained in Table II.

13. Table No. II shows,—

(*a*). the number of schools containing not more than 6 boys, and the number of scholars attending them,

(*b*). the number of schools containing more than 6 and not more than 12 boys, and the number of scholars,

(*c*). the number of schools containing more than 12 boys, and the number of scholars.

Under each of these main heads the number of schools of the following kinds with the number of scholars is shown :—

(*a*).—Persian schools.
(*b*).—Persian and Qurán schools.
(*c*).—Purely Qurán schools.
(*d*).—Arabic schools.
(*e*).—Gurmukhí schools.
(*f*).—Hindí (Nágrí) schools.
(*g*).—Sanskrit schools.
(*h*).—Schools for banyas' accounts, &c. (Lande and Mahájaní).
(*i*).—Miscellaneous schools.
(*j*).—Total.

14. Table No. III shows the number of teachers in charge of schools of each class who are unable to read a printed book, the number unable to write, and the number not acquainted with elementary arithmetic.

Information contained in Table III.

In every case the above particulars are given for every District, for every Circle, and for the whole Province.

General statistics of indigenous schools.

15. There are 13,109 schools attended by 135,384 pupils, of whom 25,576 are Hindús, 103,133 Muhammadans, and 6,616 Sikhs, and 59 belong to other denominations. 74,429 are agriculturists and 60,955 are non-agriculturists.

Distribution of indigenous schools and scholars in the different Circles.

16. These schools and scholars are very unequally distributed throughout the Province. The Umballa Circle contains 14,950 scholars, of whom more than one-half are in the Umballa and Ludhiána Districts; the Lahore Circle contains 35,717, the Ráwalpindí Circle 61,293, and the Mooltan Circle 23,424.

The reasons for the unequal distribution of schools and scholars in the Circles.

17. This inequality is caused by the large preponderance of Muhammadan scholars in certain districts. The distribution of Hindús and Sikhs presents no striking contrast. The Umballa Circle contains 7,222, the Lahore Circle, with its populous districts, 11,916, the Ráwalpindí Circle 8,473, and the Mooltan Circle 4,581. Of Muhammadan scholars the Umballa Circle contains 7,711, the Lahore Circle 23,765, the Ráwalpindí Circle 52,819, and the Mooltan Circle 18,838.

Preponderance of non-agriculturists in Umballa and Lahore Circles.

18. In the Umballa and Lahore Circles there is a preponderance of non-agriculturists, whilst in the other two Circles agriculturists are more numerous. The Umballa Circle contains 6,222 agriculturists and 8,728 non-agriculturists; the Lahore Circle 14,599 agriculturists and 21,118 non-agriculturists; the Ráwalpindí Circle 41,060 agriculturists and 20,233 non-agriculturists; and the Mooltan Circle 12,548 agriculturists and 10,876 non-agriculturists.

Districts containing the largest number of scholars.

19. The five Districts containing the largest number of scholars are Jhelum, with 13,854, of whom 12,357 are Muhammadans; Gujrat with 12,223, of whom 10,294 are Muhammadans; Hazára with 11,546, of whom 10,918 are Muhammadans; Ráwalpindí with 8,667, of whom 6,721 are Muhammadans; and Bannú with 7,607, of whom 7,161 are Muhammadans. The Districts next in order are Siálkot, Gujránwála and Pesháwar, each containing between 6,000 and 7,000 scholars.

Classes of schools and the number of scholars in them.

20. There are 5,416 schools, each containing not more than 6 pupils, the total number of boys being 21,455, and the average number in each school below 4; and there are 4,336 schools each with more than 6 and not more than 12 pupils, the total number in attendance being 40,204, and the average in each school a little over 9. The number of schools each containing more than 12 boys is 3,357, and the number of pupils 73,725, which gives an average of about 22 for each school.

Detail of schools and scholars.

21. The following statement shows the number of boys attending schools in which different subjects are taught, arranged under the three classes referred to in the last paragraph, with the totals in each case :—

Class of schools	*Schools with not more than 6 boys*		*Schools with more than 6 and not more than 12 boys*		*Schools with more than 12 boys*		TOTAL	
	Schools	Scholars	Schools	Scholars	Schools	Scholars	Schools	Scholars
Persian ...	247	880	116	1,065	95	2,100	458	4,015
Persian and Qurán ...	728	3,219	979	9,307	1,060	22,459	2,767	34,985
Purely Qurán ...	3,551	13,794	2,348	21,541	1,271	25,616	7,170	60,951
Arabic ...	125	515	130	1,199	92	2,313	347	4,027
Gurmukhí ...	338	1,431	406	3,777	353	7,813	1,097	13,021
Hindí (Nágrí) ...	19	89	23	230	40	968	82	1,287
Sanskrit ...	201	831	154	1,406	138	2,844	493	5,081
Lande or Mahájaní ...	159	540	126	1,187	207	6,902	492	8,629
Miscellaneous ...	48	186	54	492	101	2,710	203	3,388
TOTAL ...	5,416	21,455	4,336	40,204	3,357	73,725	13,109	135,384

Attainments of teachers of indigenous schools.

22. Of the 13,109 teachers in charge of these schools, 5,216 are unable to read a printed book, 5,782 are unable to write, and 9,595 are not acquainted with elementary arithmetic. It will be seen that 7,170 schools, or more than half the total number shown in the above statement, are purely Qurán schools, and that they contain 60,951 pupils, or nearly half the number attending schools of every description. These schools are generally held in mosques. About half of them contain not

more than 6 boys each, and considerably over four-fifths not more than 12. The boys learn certain portions of the Qurán by rote in the original Arabic, but are not taught the meaning. The teachers are usually priests attached to the mosques, and are for the most part wholly illiterate. Of the total number shown in the returns 4,430 are unable to read a printed book, 4,791 are unable to write, and 6,199 are unacquainted with elementary arithmetic. A larger number are blind or otherwise disabled. It is reported that in some cases carpenters, blacksmiths, chaukidárs and others, who know the Qurán by heart, but are unfit to follow their own trade, take to this calling.

Teachers of Qurán schools how maintained.

23. The teachers are generally maintained in consideration of their services in the mosques. They receive presents on various occasions, such as marriages, burials, the birth of a son, &c. It is a common practice to give a pice once a week, and frequently chapátís also are given weekly. A present in cash is given in many districts when the pupil finishes each Sipárá or chapter of the Qurán. One rupee is a common amount to give in such cases, though the practice varies. In some places, especially on the frontier, a cow or camel is given when the pupil has completed his studies. It is commonly considered to be a duty to teach gratuitously, and this idea seems generally stronger in the northern and western parts of the Province. In the great majority of cases, however, the teacher is paid either directly by the students or indirectly by the community who maintain the mosque in the manner described above; but the presents made in these cases are generally looked on as alms. Sometimes the Mullas receive small grants of land which are called Saráe in the Pesháwar and Hazára Districts.

In the Umballa District it is said that some of the Qurán schools are kept by weavers who ply their ordinary trade. In this district the teachers hardly obtain sufficient emoluments to provide food and clothing. In one or two other districts also, the Imáms of mosques who teach the Qurán are said to be frequently weavers or zamíndárs. In Dera Gházi Khán they are said to be for the most part men of a low position in native society, and it is calculated that their emoluments do not generally exceed Rs. 3 per mensem in value, though it sometimes amounts to Rs. 8 or Rs. 10.

Hours of instruction in mosque schools.

24. The instruction in these schools in many districts is given chiefly or altogether before ten o'clock in the morning, after which the boys, and in some cases the teachers, engage in other pursuits. In the Hazára District the schools are well attended from the 15th December to the 15th April, when there is no work in the fields, but very few boys are present during the other months of the year. In other districts also the attendance varies greatly at different seasons. In some cases it is said that boys are sent to the mosques when very young, chiefly to keep them out of mischief.

Class of students which in some cases attend the mosque schools in the frontier districts.

25. In some cases the mosques are attended by grown-up itinerant students who obtain their living by begging. A very curious fact is mentioned in connection with men of this class in the Pesháwar and Bannú Districts. There are said to be 1,000 of these students in the Pesháwar District who frequent the mosques and make a pretence of studying all day. They come mostly from across the border, and are with a few exceptions bad characters. They go about from village to village and mosque to mosque, are in league with all the thieves, and frequently entice women across the border and then sell them. The Deputy Commissioner of Bannú also states that a large number of the students who attend the mosques in that district are well known to be bad characters, and that they are often in league with hill thieves.

Notice of Persian Qurán schools.

26. Next to purely Qurán schools, Persian Qurán schools are the most numerous, and contain the largest number of scholars. It will be observed that there are 2,767 such schools with 34,985 students. Amongst these are included a small number of Muhammadan schools maintained in a few of the large towns and cities where a regular staff of teachers is employed, and a regular system of classification has been introduced. The students are taught not only to read but also to translate the Qurán, and instruction in Persian, Urdú and elementary arithmetic is added. There are some schools of this class also that are attended both by Muhammadans and Hindús. All learn something of Urdú and Persian, and the Muhammadans are taught portions of the Qurán by rote. Most of the Persian Qurán schools, however, resemble the purely Qurán schools in character. The majority of the boys learn a few chapters of the Qurán by rote,

and some instruction in Persian is added in the case of the more advanced scholars. The teachers are remunerated for the most part in a similar manner to those employed in purely Qurán schools. They are as a rule much better informed, but there are 254 who cannot read a printed book, 372 who cannot write, and 1,550 who are not acquainted with elementary arithmetic. In some schools instruction as to the method of reading prayers, observing fasts, &c., is given, and the Deputy Commissioner of Ferozépore states that books on these subjects in the Punjábi language and in the Persian character are in use in some cases.

Notice of Persian schools.

27. There are 458 Persian schools of which 95 only contain more than 12 students and 247 do not contain more than 6. The total number of scholars is 4,015. Some of these schools are maintained by rich men who wish their children to acquire some knowledge of Persian before they are sent to Government schools to learn English. Some are established by Lambardárs and Jagírdárs. These are generally of an ephemeral character, and are closed when the boys have made some progress in reading and writing. Sometimes elementary arithmetic is taught. Some of these schools are quite of the old style; the boys learn certain Persian books by heart, and are afterwards taught to translate them literally. Instruction is seldom given in grammar. Some of the teachers have been educated in indigenous schools, some are men who have been dismissed from Government schools or thrown out of employment for various reasons. In some cases the boys pay fees, in others the teachers are supplied with food and receive occasional presents, and in others they receive regular salaries from their employers. The qualifications of teachers in charge of schools of this kind differ greatly, but there are some very able men amongst them.

Notice of Arabic schools.

28. There are 347 Arabic schools, of which 92 contain more than 12 pupils, 130 contain from 7 to 12, and 125 do not contain more than 6. The total number of students is 4,027. Theology, Muhammadan Law, Logic, Philosophy, Grammar and Medicine are taught through the medium of Arabic, the teachers devoting themselves frequently to special branches of instruction. Arabic literature also is a subject of study, and occasionally something of mathematics is taught through the medium of the same language. Many of the teachers are men of great learning and

ability, and are highly respected; though the majority are not acquainted with Arithmetic, a subject that was generally despised in former days by learned Muhammadans.

Notice of Gurmukhí schools.

29. After Qurán and Persian Qurán schools, Gurmukhí schools are the most numerous and contain the largest number of students. There are 1,097 schools, of which 353, or about one-third, contain each more than 12 scholars. There are 406 each of which contains more than 6 and not more than 12. The total number of scholars is 13,021. The schools are of a religious character, and the boys who attend them are taught portions of the religious books of the Sikhs, which they learn by heart. It is remarkable that a considerable number of Hindús attend these schools. The Deputy Commissioner of Amritsar states that in some few cases they are attended by Muhammadans. These are the children of musicians who are in the habit of singing verses from the sacred books of the Sikhs. Writing is taught in some of these schools, and the boys often learn the multiplication-table and sometimes a little arithmetic, and sometimes Lande or Mahájaní. The great majority of the teachers can read and write; 78 only are returned as unable to read and 109 as unable to write, but no less than 795 are ignorant of elementary arithmetic. The schools are held in Sikh temples and are taught by the priests attached to them, who are for the most part religious mendicants. They are supplied with food and receive presents in cash of about a rupee on the occasion of marriages, and corn at harvest time, and sometimes a pice weekly and two pice on the day of the full moon. Money is given also, in some places, on each occasion of their reading the Granth from beginning to end. Some of the Granth readers or village Bhaís possess rent-free land. In some cases the pupils are required to perform household service in return for the instruction they receive, a practice which is not altogether confined to schools of this class.

Notice of Hindí schools.

30. There are 1,287 boys only in schools for instruction in Hindí in the Nágrí character, and of these no less than 961 are in the Delhi Division.

Notice of Sanskrit schools.

31. There are 493 Sanskrit schools containing 5,081 students. Of these, 138 only contain more than 12 students and 201 do not contain more than 6. 27 of the teachers in charge are

unable to read, 34 are unable to write, and 265 are not acquainted with Arithmetic. These schools are taught by Brahmans, and the pupils attending them are chiefly, and in some districts exclusively, Brahmans. The teaching is gratuitous. In some cases a learned Brahman maintains a school in his own house, but the majority of the schools are held in connection with Hindú temples. Some of the teachers are in the habit of visiting the neighbouring towns and villages where they recite portions of the Puráns, the Ramáyan and the Mahábhárat, devoting themselves on their return to the work of tuition. Some make their living by fortune-telling, some by acting as medical advisers. They are said to obtain, in some cases, a very fair income in this manner. The students are sometimes provided with food by their teacher or by other charitable persons; sometimes they beg from door to door. They are instructed in the civil and religious ceremonies which they will be required to conduct, and commit to memory such parts of the Shástra as are requisite for the purpose. Hindí Medicine, Astrology, and divination by casting dice are amongst the subjects taught in some of these schools. In some cases a high degree of proficiency is attained in Sanskrit grammar and literature; but it would appear from the reports that the instruction imparted is chiefly of a religious character.

Notice of Lando or Mahájaní schools.

32. The schools for teaching banyas' accounts, &c., are 492 in number, and they contain 8,629 boys. They are sometimes held in houses or shops, but more frequently on a 'chabútará' or raised platform in the open air, often with no protection from the sun and rain. The boys are taught to write letters and names and figures on the ground, or on boards sprinkled with earth, and they learn a very elaborate multiplication-table in which fractional numbers are included. Some are taught also to add up figures on a board and to write bills of exchange, and instruction is given in some cases in the native system of book-keeping. Those who do not proceed so far complete their practical education in their fathers' shops.

Acquirements of indigenous school teachers.

33. The acquirements of the teachers differ considerably. About one-half are able to read a printed book and to write, and rather more than one-half know elementary arithmetic. In many cases, however, their knowledge does not extend much beyond the multiplication-table.

34. The teachers are sometimes Brahmans, but this seems unusual. In some districts they are said to belong chiefly to the Jogí caste. Muhammadan teachers also are met with in some places; and the schools are attended both by Hindús and Muhammadans of the trading classes. In some cases shop-keepers give instruction in return for services rendered.

Caste of teachers of indigenous schools.

35. Many of these schools are of a temporary character. The teachers go from village to village and collect pupils, and when the boys in one place have learnt the multiplication-table and to write names, they go on to the next. Some of the schools in large towns, however, have existed from generation to generation.

Character of the Mahájaní schools.

36. Some of the more successful teachers instruct a large number of boys from whom they derive a comparatively good income. The payments are of various kinds, amongst which the following may be mentioned. Small cash payments when a pupil has finished one of the multiplication-tables, or occasional presents in cash varying from Re. 1 to Rs. 10; weekly payments of from one to three pice; weekly contributions of chapátís; presents of wheat, dál and ghí, with a few pice for spices twice a month; also of flour, salt and vegetables at intervals; and where the teacher is a Brahman, presents on the occasion of marriages and at the birth of a son. In villages presents of corn are sometimes made at harvest time, and occasionally clothes are given.

Nature of remuneration to teachers.

37. Several of the District officers condemn the Qurán schools, and others as quite worthless from an educational point of view, and the Deputy Commissioner of Hoshiárpur writes as follows :—"In my opinion these indigenous schools are worthless and serve no purpose. In fact, the education obtained in some of them is worse than useless, deterring boys as it does from going to the Government schools, where they would receive a proper education, and instructing them in that which can be of no possible use to them in their after career."

Opinion of officers on Qurán schools.

38. The Deputy Commissioner of Muzaffargarh, on the other hand, whilst fully admitting that not more than 28 indigenous schools out of 381 in the district can be considered as fair, appears to consider that they are in some respects

Opinion of Deputy Commissioner, Muzaffargarh, on indigenous schools.

better suited to the requirements of the people than the Government schools. "The large number of Musalmáns and cultivators reading in these (indigenous) schools," he observes, "contrasts greatly with the small number who read in the Government schools. If it was not for pressure put on by the Tahsíldárs *sub rosâ*, there would be very few agriculturists' sons in the Government schools at all. The reason is that the natives say a boy is lost to them when he enters a Government school, that he no longer is contented with his father's way of living, and that he is of no use to him in the field or at the carpenter's bench. The agriculturists fall back therefore on the indigenous schools, and poor as the education in most of them is, they are quite content to pay for it."

Remarks on the views of the officers above mentioned

39. It appears to me that there is a certain amount of truth and a certain amount of fallacy in the views taken by both these officers. The boys attending Qurán schools are not sent there with the view of receiving an education in the ordinary sense of the term; they are not taught to read or to write or to cipher, nor do they receive any instruction calculated to expand their minds. A very large portion of the Muhammadan community consider it a religious obligation that their children should learn by heart certain chapters of the Qurán, and they send their sons to school in order to fulfil this obligation. This exercise must tend to strengthen the memory, and the boy is subjected to a certain amount of discipline, lax though it may be. He believes, moreover, that he is discharging a duty imposed on him by his religion.

Mosque schools do not deter boys from attending Government schools.

40. It cannot be seriously maintained that much direct benefit can be derived from learning a few chapters by heart in a foreign language which is not understood; but I doubt whether many boys are deterred from attending Government schools by the existence of schools in which the Qurán is taught, though their progress is no doubt in some cases retarded. Where there is any desire for general education a boy is frequently sent to a Government school after he has attended a mosque. From a return which I have obtained I find that of boys now in Government and Aided schools, about 13,000 attended indigenous schools in the first instance. The mosque schools are attended, however, by thousands of boys who can have no opportunity of joining a Government school at all, and I cannot agree in considering them worse than useless.

41. On the other hand, the idea that agriculturists fall back on indigenous schools because they obtain in these an education better suited to their requirements than in Government schools is, I think, altogether a mistaken one. The fact is that the Muhammadans of the Muzaffargarh District have, as a rule, no desire for secular knowledge of any kind whatever, and in this respect they present a marked contrast to the Musalmáns of the neighbouring district of Derá Gházi Khán.

The view that an education suitable for agriculturists is given in indigenous schools, a mistaken one.

42. The indigenous schools of the Muzaffargarh District contain 2,052 Muhammadans, and the Government schools 848 only. This shows simply that the Muhammadans avail themselves more largely of the opportunities offered by every village mosque for instruction in the Qurán than of those offered by Government schools for learning to read, to write, and to cipher. Of Hindús, Sikhs and others, 679 attend Government schools against 137 in indigenous schools. Out of 1,527 students, moreover, in Government schools, 903 are agriculturists and 624 non-agriculturists, from which it would appear that the former have as a class no special antipathy to Government schools.

Preference of Muhammadans for mosque schools in the Muzaffargarh District.

43. With reference to this question it is worthy of remark that the districts in which the attendance at mosque schools is the largest are amongst those in which Government schools are most popular. If we take for example the three districts of Ráwalpindí, Jhelum and Gujrát, we find the enormous number of 34,744 pupils in the indigenous schools, whilst at the same time the Government schools, though comparatively few, are filled to overflowing, so that it is difficult to make adequate provision for instructing the boys who are in attendance, and the numbers might be indefinitely increased if funds were available for the establishment of additional schools.

Attendance at mosque schools the largest in districts where Government schools are most popular.

44. There is considerable difference of opinion as to the possibility of improving the indigenous schools by means of grants-in-aid. I have frequently reported the existence of a few schools in the large towns that might have been aided with advantage even under the old system. These, however, are of an exceptional character, and I believe that it would be a mere waste of money to allow grants under the ordinary system to indigenous schools of the common type. All attempts of

Difference of opinion for improving the indigenous schools.

the kind that have been made hitherto, whether by Educational or District officers, in the case of boys' schools have proved unsuccessful; and although such grants are still given to indigenous female schools, the experiment is far from encouraging. It is needless, however, to discuss this question, as there is no intention of adopting such a policy; and the proposal to apply to these institutions the system of payment by results rests on a different basis altogether.

How some of the difficulties of improving the indigenous schools can be overcome.

45. There are, of course, many difficulties to contend with. In the first place, the children attending indigenous schools are taught, as a general rule, what their parents desire, *i.e.*, in most cases to repeat by rote portions of certain religious books, and the parents do not wish that they should learn more, and are in some cases strongly opposed to anything of the kind. This difficulty can, however, be gradually overcome if we succeed in making it the interest of the teachers to give instruction in secular subjects, and in putting it within their power to do so. The boys may still be sent to school for the sake of religious instruction, but will learn, no doubt, in many cases whatever their master chooses to teach in addition. Instruction is, however, considered in many cases to be given in God's service, and it would be thought wrong to accept direct payment. This feeling may, no doubt, check the extention of the grant-in-aid system, but not, I think, to any great extent. Where such objections are raised they might perhaps be met by suggesting that the money earned should be expended in the purchase of books, in assisting poor students, and so forth.

Ignorance of teachers.

46. The great difficulty lies in the ignorance of the teachers. It appears, however, that about half the teachers in schools for banyas' accounts, and the great majority of those in charge of all other schools, except the purely Qurán schools, are able to read and write. It does not follow that all can teach these subjects with efficiency; but there is certainly a large number of teachers who will be able, especially after a little practice, to prepare boys for the Lower Primary School examination in reading and in writing, and I have no doubt that very many will do so when they realize the fact that a small cash payment will be made for every boy who passes.*

* The scheme provides for small cash payments for a pass in even one subject for the first three years, and this provision can be continued after the lapse of three years where necessary.

47. The introduction of arithmetic is, of course, a much less simple matter, but it is proposed that the payments by results shall be supplemented by monthly allowances to cover a portion of the salaries of qualified teachers or assistants where the promoters of the school or the masters in charge can be induced to employ them. The smallness of the majority of the schools is, no doubt, an obstacle to the extensive application of this system. An allowance of Rs. 3 per mensem, for example, towards the pay of an assistant teacher in an indigenous school in the Ráwalpindí District containing 22 boys would amount to two-thirds of the cost of educating the same number of boys in a Government school in the same district; and if such an allowance were made in a school containing 14 boys, the annual expenditure on this account would exceed that of educating 14 boys in a Government school! The fact that so many boys attend school merely for a few hours in the morning at certain seasons of the year is another obstacle to the payment of a monthly stipend. Still the principle is a sound one; and I think that it may be found possible to apply it in many cases without difficulty. It will be necessary, of course, to take into consideration the circumstances of the school, the requirements of the neighbourhood, the prospect of an increased attendance from the employment of a qualified teacher, the cost of education in the Government schools of the district, and other matters.

Payments by results to be supplemented by monthly allowances.

48. Whatever degree of success may attend the application of the system proposed to the existing indigenous schools, there can, I think, be no doubt that it will have the effect of calling into existence a large number of new schools in districts where a genuine desire for secular education already exists.

Establishment of more schools on the introduction of the above system.

49. It appears that in some cases the teachers of indigenous schools were somewhat suspicious with regard to the objects of the recent enquiry. As a rule, however, they seem to have been quite ready to give information. In some districts they are extremely anxious to obtain Government assistance, and this has led to an endeavour in some cases to exaggerate the number of scholars. In one instance the teacher declared that he had 30 pupils, and his statement was corroborated by a member of the committee. He made various excuses, however, for not producing them; and it was at last conclusively established that he had

The present returns are of a more complete nature than any previously supplied.

only 6. It is possible therefore that the number of pupils may be somewhat exaggerated, and it may be desirable on another occasion to enter the number of pupils actually present at the time of the visit of the District Inspector. Making every allowance, however, for possible exaggeration, and also for the inclusion of schools with a very small number of pupils which are not usually counted, it is evident that the present returns are much more complete than any that have been previously supplied.

Girls' schools not included in the present enquiry.

50. Girls' schools were not included in the recent enquiry; but it will be desirable to obtain similar statistics with regard to female education. Some particulars have been in a few cases given on the present occasion, and it has been reported that a female school was established some months ago by the Hindú pleaders and officials at Hoshiárpur. The classification of Government Hindí schools is followed, and fine needle-work and Kashída work are taught. The expenditure is said to exceed Rs. 30 per mensem. Such a school deserves every possible encouragement.

An abstract of the reports received from District officers will be found amongst the Appendices.

Most important event during the year was the constitution of the Punjab University.

51. The most important event that has occurred during the year under report is the constitution of the Punjab University on principles that have secured alike the approval of the friends of English education, and of those who advocate the extension of Vernacular education and of the study of Oriental languages.

Establishment of an Oriental faculty.

52. The establishment of an Oriental faculty as distinct from the faculty of Arts, and the arrangements under which special degrees are to be conferred on Oriental students, afford a happy solution of a controversy that had prevailed for some time past.

Revised statutes, rules and regulations have been framed and approved by the Senate.

53. During the last cold season constant meetings of the Syndicate of the Faculties and of various sub-committees were held. Revised statutes, rules and regulations for the conduct of business, and complete courses in Arts, in Oriental studies, and in Science, have been drawn up and approved by the Senate.

54. Various questions have been referred to the University for opinion, of which the most important was a scheme for grants-in-aid on the system of payments by results which I had drawn up in accordance with the wishes of His Honor the Lieutenant-Governor. This scheme was very minutely discussed from beginning to end, and has been approved by the Syndicate after some modifications.

System of payments by results approved by the Syndicate after some modifications.

55. In connection with this question the standards of the various public examinations, *viz.*, the Middle school and the Upper and Lower Primary school examinations, were carefully considered. In conformity with the scheme of payments by results the number of compulsory subjects for these examinations has been reduced, whilst additions have been made to the optional subjects. Otherwise the standards remain unaltered in all essential points. In the case of girls' schools the standards for the Upper and Lower Primary school examination in arithmetic have been somewhat reduced, and needle-work has been added as an optional subject.

Standards of the Middle and Primary school examinations have been discussed and modified.

56. Another matter that occupied the attention of the Syndicate, and of a sub-committee appointed to consider the question, was a general scheme for the award of scholarships tenable in colleges and in schools of different grades. This matter also was very fully discussed, and the recommendations of the Syndicate are now before Government.

Scheme for the award of scholarships was discussed and recommendations submitted to Government.

57. A third question of importance that came under the consideration of the Syndicate was the appointment of female Inspectors. This matter also was discussed by a sub-committee, whose recommendations were accepted by the Syndicate.

Appointment of female Inspectors was also discussed.

58. It was remarked that there are now very few female schools that are not open to the visits of the Inspectors of schools, and that the reluctance to accept Government inspection is diminishing. The difficulty is confined to some of the large towns. There is reason to hope that in a short time inspection will be permitted in the case of all schools except those for Muhammadan adults; and the opinion was

Remarks on the mode of inspection in female schools.

expressed that even these might in time be examined if the pupils were allowed to wear a long veil or *burqa*. Since the report of the sub-committee was submitted, an examination has actually been held at which Muhammadan adults appeared in this costume.

Appointment of a lady Inspector for zanána classes unnecessary at present.

59. The committee considered that zanána teaching is at the present time so limited that it would be unnecessary and unadvisable to appoint a lady Inspector on a higher salary to test its progress, and report thereon. It was impossible to say whether in the course of a few years zanána teaching would have so much increased as to justify this expense; if so, steps could then be taken to make the requisite provision for inspection by a qualified lady Inspector.

The appointment of duly qualified and independent ladies for inspection of girls' schools for the present.

60. In the meantime the teaching of zanána classes, and also, when necessary, of girls' schools, could be tested by a method similar to that which I had indicated in a report on the subject; *i.e.*, ladies duly qualified, holding a good social position, and in no way connected with any educational institution that would send up girls for examination in the place where such ladies would examine, should be appointed by the Director to examine and report on the success of female pupils; or ladies engaged in educational work in one town might examine the zanána pupils and schools in another town. Under the present circumstances it was considered that this provision would meet the needs of the case.

This recommendation has been accepted by the Government.

Introduction of payment by results system.

61. The introduction of a system of payments by results is a measure that I advocated many years ago; and I had such a system in view when I arranged for holding the Middle school and the Upper and Lower Primary school examinations, and the division of our schools into corresponding sections or departments, an arrangement that was first adopted in this Province. My proposals regarding payments by results were not, however, accepted at the time, as they were considered to be premature.

System of payment by results with special allowances, the only method for improving the indigenous schools.

62. I have already stated my opinion that this system, supplemented by special allowances towards the salaries of duly qualified teachers, is the only method by which it is possible to improve the indigenous schools of the Province, and

in endeavouring to the best of my ability to assist in carrying out the views which His Honor the Lieutenant-Governor has expressed on the subject, I am acting in accordance with my own convictions. It is a matter of great satisfaction to me to find that these views are shared by the Syndicate; and I am glad to take this opportunity of acknowledging the considerate manner in which my suggestions were received, and the labor that was bestowed on the elaboration of a complete scheme.

Proposal to make the above scheme optional.

63. The scheme provides for grants by results, supplemented by allowances to duly qualified teachers in schools of every grade; but it is proposed to make its acceptance for the present optional in the case of schools that already receive grants, though arrangements have been made to facilitate its adoption in a manner likely to prove convenient to these institutions.

Special encouragement to girls' schools.

64. In order to afford special encouragement to female education, it is proposed in the first instance to allow double grants in the case of girls who succeed in passing the prescribed examinations, whilst a lower standard of acquirements than that fixed for boys' schools is accepted as qualifying for an allowance in part payment of the teacher's salary. It is proposed also that, in the case of girls, grants shall be allowed for private students who succeed in passing the prescribed examinations.

The proposed scheme will stimulate the advance of female education.

65. I entertain the most sanguine expectations as to the stimulus that would be given to female education by the adoption of these measures, as I feel convinced that they would have the effect of inducing qualified persons in various positions to undertake the education of girls.

Remuneration proposed for girls' schools not extravagant under the circumstances.

66. I do not think that the remuneration proposed can be considered extravagant under the circumstances. It is indeed economical in the extreme, as compared with the results that are produced by the present expenditure.

Zanána teaching, &c.

67. As regards zanána teaching I am inclined to think that a system of payment by results will lead to arrangements for supplementing the instruction given by the ladies of the Zanána

Mission. It is evident that when these ladies go from house to house they can devote but a short time to the tuition of the pupils in each zanána; and that, however beneficial their visits may be from a moral point of view, the number of women and girls who are likely to qualify for the most elementary examination must be small indeed if the tuition of the pupils is confined entirely to the instruction received at these visits. Such instruction might be supplemented, however, in some cases, by lessons given by male relatives; in others, by the help of native female teachers acting under the instructions of the ladies of the Mission, if sufficient inducements were offered for the encouragement of such a system.

Scheme for courses of study, the grant of certificates, &c., to students, &c.; of training institutions before Government.

68. Another matter that has engaged my attention is the preparation of courses of study and schemes of examination for students under instruction in Government and Aided institutions, for the training of teachers to be employed in English and Vernacular schools for Primary and Secondary education, and of rules for the award of certificates to students of Normal schools and Training Colleges, and to persons who have not attended such institutions. Mr. Dick the Principal of the Central Training College, Mr. Rodgers the Principal of the Christian Vernacular Education Society's Normal school at Amritsar, and myself met frequently, and devoted much time to the full discussion of these questions, and a report embodying the result of our labours is now before Government.

Schools for Europeans.

69. A large proportion of the children of Europeans who are at school, or who ought to be at school, in the Punjab, are the children of soldiers. No account is taken in this report of the regimental schools; and the Lawrence Military Asylum at Sanáwar, though to a certain extent under the control of the Education Department, is in direct connection with the Military Department of the Punjab Government. The Lawrence Memorial Asylum at Murree receives a liberal grant-in-aid from the Civil Department, but hitherto has been exclusively a school for soldiers' children, and the convent schools at Simla and Murree are mainly attended by the same class. A large and increasing number of scholars are children of the employés of the various Railways of the Province, and at Lahore and in some other places there are many families of Europeans or Eurasians who maintain themselves by employment under Government or by private business.

Pupils in European schools at close of May 1883.

70. The following statement of boys and girls attending European Aided schools in the Punjab shows the numbers and classification at the end of May 1883. This date has been taken rather than the 31st March, in order that a correct idea may be given of the number of scholars at hill stations during the summer season. The Lawrence Asylum at Sanáwar has not been included. It appears that in Aided schools there were 691 girls, of whom 25 were in the Middle school, 134 in the Upper Primary and 532 in the Lower Primary school. The boys numbered only 423, *viz*, 32 in the High school, 64 in the Middle school, 92 in the Upper Primary school, and 235 in the Lower Primary school. The number of scholars in the Lawrence Asylum at Sanáwar was 419, of whom 234 were boys and 185 girls.

District	Name of schools	Number on rolls at close of May 1883			
		Secondary schools		*Primary schools*	
		High	Middle	Upper Division	Lower Division
	BOYS' SCHOOLS.				
Simla ...	Bishop Cotton school ...	24	24	29	29
Do. ...	Christ Church school ...	...	...	...	17
Lahore ...	Boys' High school ...	6	29	15	54
Do. ...	St. James' school ...	...	...	9	46
Ráwalpindí ...	Lawrence Memorial Asylum, Murree...	2	11	28	54
Do. ...	St. Thomas' College, Murree ...	...	...	6	18
Do. ...	Boys' school ...	...	...	5	17
	Total ...	32	64	92	235
	GIRLS' SCHOOLS.				
Delhi ...	Station school ...	...	...	8	16
Simla ...	Auckland House school ...	...	12	13	20
Do. ...	Roman Catholic Convent ...	...	...	10	96
Do. ...	Mayo Industrial school ...	...	...	17	35
Do. ...	Christ Church school ...	..	...	...	64
Gurdáspur ...	Girls' school, Dalhousie ...	...	...	...	1
Lahore ...	High school ...	...	3	6	24
Do. ...	Naulakha and Donald Town school ...	...	...	10	15
Do. ..	Convent school ...	...	...	18	23
Do. ...	St. James' school ...	...	...	3	51
Ráwalpindí ...	Lawrence Memorial Asylum, Murree...	...	...	31	39
Do. ...	St. Deny's school, Murree ...	...	...	...	39
Do. ...	Convent school, Murree ...	...	10	14	68
Do. ...	Ráwalpindí girls' school ...	...	...	4	20
Mooltan ...	European school (mixed) ...	..	...	...	21
	Total ...	...	25	134	532
	SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING.				
Delhi ...	Training school for Europeans ...	...	...	2	...

What action was taken to give effect to Government of India orders.

71. During the past year action has been taken upon the Resolution of the Government of India No. 8, dated 8th October 1881. For the Punjab it appeared to be necessary to provide accommodation for a larger number of scholars in some of the existing schools, and eventually to open a school at every place where there are twelve or more children of a school-going age for whom adequate provision has not been made.

According to the report submitted by Archdeacon Baly in 1880, there were resident at 12 of the principal stations of the Punjab 443 children of European parentage who were not at school, the largest numbers being found at Lahore, Ráwalpindí and Simla.

From subsequent enquiries it appeared that considerable fluctuations had occurred since the date of the Archdeacon's report in the numbers of children for whom provision had to be made, and the result has been that the following new grants-in-aid have been sanctioned by the Lieutenant-Governor (Home Department No. $\frac{101}{1877}$, dated 16th April 1883) :—

(1) An increased grant of Rs. 50 per mensem has been made to the Delhi station school which has been maintained for some years by the S. P. G. Mission with a grant of Rs. 30 per mensem. A committee has been appointed to promote the attendance of the children, and it is hoped that the arrangements made by them will attract children who have hitherto been neglected.

(2) *To a school at Umballa, Rs.* 150 *per mensem.*—It is proposed to open a mixed school for girls and young boys of the poorer classes with as little delay as possible, and a school for the well-to-do classes in the cold weather. A committee of management has been formed. The number of children in the station during the hot weather is small, as many migrate with their parents to Simla.

(3) An increased grant of Rs. 50 per mensem has been allotted to the Mayo Industrial school at Simla in consideration of the improvement which has taken place in numbers and efficiency.

The girls are chiefly orphans or in indigent circumstances. The school is not a technical school, but much attention is given to household and needle work.

(4) *To Mr. Hill's school at Dalhousie, Rs.* 120 *per mensem.*—This school, it was hoped, would attract children from the Kángra District, and a house was taken for the season with accommodation for boarders, and class-room sufficient for present requirements. Unfortunately the expected increase of numbers has not been realized, and in July there were only 7 girls on the rolls. The competition of other private schools is alleged as a reason, and it is feared that the grant must be withdrawn.

(5) *To a school at Amritsar, Rs.* 50 *per mensem.*—It is proposed to open a mixed school for girls and young boys. In the returns supplied by the Deputy Commissioner the names of 19 children who are likely to attend school are entered, but the number of boys is not sufficient to justify the maintenance of a separate school on their account. The Municipal Committee have agreed to supply a building rent-free, and to provide for the carriage of children to the school in any cases where this may be necessary.

(6) The largest grants on the list are Rs. 300 to the newly established High school for girls at Lahore, and an additional grant of Rs. 280 per mensem for the Lahore St. James' schools for boys and girls. Previously, the grants received by these St. James' schools were Rs. 220 per mensem. In the High school for girls, 3 belong to the Middle school, 6 to the Upper Primary and 24 to the Lower Primary school. In the St. James' school for boys, 9 are in the Upper Primary and 46 in the Lower Primary; and in the girls' school, 3 are in the Upper and 51 in the Lower division. The High school for girls promises to be very successful, and is intended hereafter to reach up to the Entrance standard. The St. James' school, both in the boys' and in the girls' department, is on the whole making satisfactory progress.

(7) *To a new school for boys and girls at Ráwalpindí, Rs.* 250 *per mensem.*—This school was greatly needed owing to the

increased number of resident Europeans connected with the Railway. In May last the boys' school contained 22 and the girls' school 24, all in the Primary department.

(8) *To the St. Deny's Murree school a new grant of Rs.* 150 *per mensem.*—This is a boarding school under the management of Anglican Sisters. The last returns give 39 children in the Lower Primary school.

(9) *To the St. Thomas' school at Murree, Rs.* 150 *per mensem.*—This school has recently been opened under the authority of the Roman Catholic Bishop of the Punjab. It is a boarding school for boys of the better class, and is intended eventually to provide college education.

(10) *To a school at Mooltan, an increased grant of Rs.* 30 *per mensem;* on condition of an equivalent contribution from the Railways. It has since been reported that the staff of the Indus Valley (State) Railway will be removed to Sukkur, and that no increased grant is required.

Adequate provision of schools for all classes.

72. Altogether the new grants aggregate Rs. 1,580 per mensem besides building grants amounting to Rs. 11,945; and although thorough efficiency in the new and enlarged schools cannot be expected at once, it may be hoped that great progress has already been made towards adequate provision of schools for all classes. At Simla and Lahore, the two most important stations in the Province from this point of view, there is no deficiency. Murree and Ráwalpindí are now well supplied with schools. At Kángra, Jhelum and Ludhiána there appears to be no present need. At Ferozepore a station school has been opened by the Roman Catholic chaplain, and his application for a grant-in-aid is under consideration. One of the difficulties with which we have to contend is the carelessness of parents, but on the other hand it appears that where there is no education on the spot the children are commonly sent elsewhere by their parents for schooling, if not with sufficient regularity, at any rate for periods of some duration during the course of their childhood. The older schools are generally doing well. Very satisfactory reports are received of the Lawrence Asylums at Sanáwar and Murree, of the Lahore High school for boys, and of the schools at

Simla. It is to be regretted that Bishop Cotton school has hardly more than two-thirds of the number for which accommodation has been provided. For the autumn the sanitary condition of the Murree Convent school was found to be unsatisfactory owing to want of funds, and, apparently, in some degree, to a want of organization; but there has been no disease, and in the present season the numbers are larger than ever, while the Inspector's report showed an improvement in the attainments of the children. On the whole, little remains to be done in the way of providing new schools, though probably it will take some years before parents who have hitherto neglected the education of their children learn to take full advantage of the efforts which have been made in their behalf.

Provisions of prizes by means of private subscriptions, &c.

73. The views of His Honor the Lieutenant-Governor as to the provision of prizes by means of private subscriptions, and the discontinuance of expenditure on this account from Provincial Revenues, were made generally known. The immediate effect was an offer of 29 prizes dependent on the results of the Middle school examination, and contributed by native gentlemen and societies in various parts of the Province. A list of these is given in the Appendix. They include two gold and six silver medals, two silver watches, and rewards in cash varying from Rs. 5 to Rs. 50.

Offers of prizes from Kohát.

74. It is remarkable that the offer of three of these prizes came from Kohát. Sháhzáda Sultán Ján, C.I.E., Extra Assistant Commissioner, promised a gold medal open on certain conditions to the competition of students in all English Middle schools of the Province; Khán Bahádur Saíyid Bakhsh, Honorary Magistrate, promised a silver watch to the student of the Kohát school who should gain the highest marks; and the school committee a silver medal to the student of the same school who should acquit himself best in English Grammar, Persian and Indian History. Besides these it appears that five other prizes have been promised by native gentlemen of Kohát to boys of different classes.

Popularity of Kohát school.

75. The Kohát school has gained a high degree of popularity amongst the native gentlemen and the chiefs of Kohát and the neighbourhood, who have subscribed towards the erection of additional buildings, and it appears that there are 20 sons of local chiefs amongst the scholars.

Transfer of all Government institutions for general education to local management.

76. During the year arrangements were made for the transfer to local management of all the District schools in the Province with the Primary departments, and the branch schools that are attached to them, and for the localization of the expenditure now charged to the Provincial Revenues on account of all Government schools with the exception of those of a purely technical character, such as the Mayo school of Industrial Art and the Normal schools. It has been arranged that the local Body undertaking to defray these additional charges shall, in every case, be relieved of an equivalent charge now borne for other objects. These measures are now in progress, and will be fully described in the next report.

Brief account of education by Inspectors.

77. In conformity with the instructions of His Honor the Lieutenant-Governor, Inspectors were requested to embody in their reports brief accounts of the condition and prospects of education of the character required by Government. These will be found in the Appendix.

CHAPTER II.

CONTROLLING AGENCIES.

Umballa Circle—changes in inspecting staff.

78. Early in April Mr. C. Pearson returned from Calcutta where he had been employed for two months on the Education Commission, and assumed charge of the Umballa Circle of inspection, relieving Dr. C. R. Stulpnagel. Mr. Pearson was again on special duty in connection with the Education Commission during May, June and July at Simla, when he was relieved by Mr. R. Dick, and also from the beginning of December to the 19th March. On the last occasion Lálá Piyáre Lál officiated as Inspector and Bábú Jaigopál Singh as Assistant Inspector.

Mr. Pearson took a month's privilege leave in September, when Dr. C. R. Stulpnagel acted for him.

Notwithstanding the frequent changes which occurred during the past year, the work of inspection was carried on without serious interruption. This was in a great measure due to the efficiency of Lálá Piyáre Lál, who held the office of Assistant Inspector or Inspector throughout the year, and the Inspector desires that his services in this respect should be acknowledged.

No changes of importance occurred in the subordinate inspection, but the death of Maulaví Ghulam Hasnain, District Inspector of Ludhiána, deserves notice. The Maulaví had superintended the schools of the Ludhiána District with much efficiency for many years.

Changes in the Lahore Circle.

79. The Inspector of the Lahore Circle, Mr. Sime, was in charge of the Lahore College throughout the year, with the exception of a brief period at its commencement, and his place was supplied by Dr. C. R. Stulpnagel. The two Assistant Inspectorships of the Lahore Circle were filled at different times by Lálá Ságar Chand, who is now officiating as Assistant Professor in the Lahore College, Bábú Harí Singh, Lálá Bhairon Parshád, and Lálá Baldeo Sahái, who was in bad health, and whose death has been reported since the close of the official year.

Lálá Baldeo Sahái was one of the most efficient native officers that the Punjab Education Department has ever possessed. His success as the Head Master of a District school, and subsequently as a Deputy Inspector and District Inspector of schools, was conspicuous, and he has latterly done excellent service as Assistant Inspector.

The inspection of the Lahore Circle was completed during the year, but the changes which have been noticed caused considerable inconvenience.

The Ráwalpindí and Mooltan Circles.

80. In the Ráwalpindí and Mooltan Circles the amount of inspection work is considerably less than in the other two Circles, but much time is spent in travelling, and the Inspectors have found some difficulty in completing their cold-weather tours. The appointment of an Assistant Inspector for the Frontier Districts has recently been sanctioned.

Nature of the work of an Inspector of schools.

81. The following extract from the report of Dr. Stulpnagel, the Officiating Inspector of the Lahore Circle, gives a graphic description of the work of a European Inspector. There is no doubt that the increased number of the scholars who reach a comparatively high standard makes it impossible for an Inspector to examine the more important schools with the thoroughness which they require, and that a system which was practically efficient fifteen or twenty years ago needs some modification. The remedy is to be found, not in adding to the number of highly-paid European Inspectors, but in utilizing to a greater extent the services of native officers who, as Assistant Inspectors, have already given sufficient proof of their trustworthiness and efficiency.

"All the cold weather I was in camp. By economizing time I was able to inspect, during the last twelve months, all the District schools, and some of them three times; all the larger Aided schools, most of the Middle and many of the Primary and Female schools in eight out of the nine districts in my Circle. But I feel that the larger schools in the Circle should have more time devoted to them: to make the Inspector's visits thoroughly profitable there should be not only an examination of the pupils, but an inspection of the work done by the masters, besides allowing frequently a little time for a criticism of unsystematic teaching exhibited in the classes. Though I have carried out this idea to some extent, my time compared to the vastness of a never-ending work is too short to realize it in its entirety. When I returned from camp for the Middle school examination in April, half my mornings were taken up in April with committee work of the Punjab University. The time intervening between the finishing of the examination papers of the Middle school examination and my

departure to inspect the Kángra District, which for the sake of convenience is left for the hot weather, was fully occupied by visiting Grant-in-aid schools of various kinds. With the exception of a feeling of oppression brought on by the knowledge that with all my hurrying I could not finish the inspection of my Circle within a year, I had no difficulties to contend with. On the contrary, all school doors were opened to me with a cheerfulness quite delightful to witness, the boys and girls showed generally an eagerness to display their various acquirements and accomplishments, and the Masters and the Superintendents of Grant-in-aid institutions were present at the time of examination. In little village schools, on the day the Inspector is expected, a boy or a girl would be posted far out and run in, as fast as possible, to give notice of the coming of the *Sáhib*. I have never experienced any difficulty when wishing to inspect even Muhammadan girls' schools, except in two instances. Generally the village Lambardárs and other men of note have accompanied me and remained in school during inspection. Now and then it has even occurred that an invitation was sent to me not to leave the place before seeing the girls' school. Nor is this to be wondered at, inasmuch as a girls' school is a kind of show place, a mark of civilization in which the promoters and patrons frequently take a just pride, and moreover nothing can possibly occur to outrage the feelings and prejudices of the pupils. As soon as Muhammadan girls get married, they, like the Hindús, leave school, but a few remain now and then, and express a desire to be examined at the time of inspection like the rest of their friends In Pasrúr some three girls wished thus to be present, and in order not to show their faces hit upon an ingenious devise of erecting something in appearance like an extemporized shower bath, one of which was occupied by each pupil. From behind this contrivance the girls read, pointed to maps, worked their sums and put out the slates for examination. Last year the Muhammadan girls of the Female Normal school at Lahore were inspected, if an inspection it can be called, behind a *purdah*; but the results were so unsatisfactory in every way that this year the Superintendent with a little tact and firmness induced the pupils to put on their *burqas* and sit in my presence. The only schools which are closed to the Inspector in the Lahore Circle are the Municipal schools for girls at Amritsar."

Changes of system in progress or contemplated.

82. District officers have been consulted with a view to ensure greater attention to their educational duties on the part of Tahsíldárs, and rules have been drawn up for their guidance. It is hoped that before long an Education Manual may be compiled for the use of officers, and for the information of the public. This work has been in contemplation for many years, and its preparation has been more than once commenced, but up to the present time nothing of the kind in a complete form has been published, excepting the now obsolete Hidáyat Náma for the use of Tahsíldárs and School Muharrirs.

CHAPTER III.

UNIVERSITY EDUCATION.

Raising of the Punjab University College to the status of a University, &c.

83. During the year under report the Bill for raising the Punjab University College to the status of a University was passed by the Government of India, and the first convocation of the newly constituted University was held at Lahore by the Viceroy in the month of November. On this occasion the degree of Doctor of Oriental Learning was conferred on Dr. Leitner, the Registrar of the University and Superintendent of the Oriental College, and degrees, diplomas, and certificates of various grades were bestowed on students and others who had distinguished themselves.

Different examinations in Arts of the Punjab University.

84. In the Introductory Chapter I have referred to some of the more important matters that occupied the attention of the Senate during the last half of the year. As regards degrees, it has been decided that the degree of B. O. L. or Bachelor of Oriental Learning shall be conferred on students who pass the High Proficiency examination through the medium of the vernacular, and that of B. A. on students who pass a similar examination through the medium of English. Students who have passed the High Proficiency examination through the medium of the vernacular can present themselves for examination, through the medium of the vernacular in any one subject, by the Honors in Arts standard, and success in this examination entitles them to the degree of M. O. L. or Master of Oriental Learning. Those who have passed the High Proficiency examination in English can present themselves for examination, through the medium of English in any one subject, by the Honors in Arts standard, and success in this examination entitles them to the degree of M. A. It has been decided that the Proficiency examination which corresponds with the F. A. examination of the Calcutta University shall, in future, be termed the Intermediate examination. Detailed schemes of examinations have been drawn up by the Oriental Faculty and by the Arts Faculty, the former dealing with Oriental studies whether in classical languages or in Mathematics, and other

subjects taught through the medium of the vernacular, and the latter with the study of the English language and subjects taught through the medium of English.

Results of Punjab University Arts examinations on the Oriental side.

85. On the Oriental side there were for the M. O. L. examination held since the close of the year, 3 candidates, of whom 2 were teachers and 1 was a student of the Oriental College. All took up Arabic and passed, two in the 1st and one in the 3rd class.

For the B. O. L examination there were 3 candidates, all supplied by the Oriental College, of whom 1 was successful.

For the Intermediate examination through the vernacular there were 10 candidates. These too were all supplied by the Oriental College and 3 were successful.

For the Vernacular Entrance examination there were 47 candidates, of whom 20 were successful. Of the successful candidates, 1 was supplied by the Oriental College, 16 belonged to Government schools, 1 was a student of the Randhír College at Kapúrthala, and 2 were private students.

Results of Punjab University Arts examinations on the English side.

86. For the M. A. examination there were 5 candidates, of whom 3 were successful. Two—of whom one is a pleader, the other a master in a Government school—passed in History. Both these students were educated up to the High Proficiency standard in the Government College. The third successful candidate who holds a University Fellowship took up Persian. The unsuccessful candidates were students of the Government College.

For the B. A. examination there were 17 candidates, of whom 2 belonged to the Oriental College and 12 to the Government College; 3 were private students. Six candidates were successful; of these, 5 were students of the Government College, and one who recently left that institution went up as a private candidate.

There were 39 candidates for the Intermediate examination in English. Of these, 31 were supplied by the Government College, 3 belonged to St. Stephen's College, Delhi, and 5 were private students. 14 students of the Government College, 2 of St. Stephen's College, and 2 private students, or 18 in all, were successful.

For the English Entrance examination there were 325 candidates. Of these, 7 belonged to the Oriental College, 159 were supplied by Government schools, 83 by Aided Mission schools, and 21 by other institutions; 55 were private students. 102 candidates were successful, of whom 2 were students of the Oriental College, 68 were students of Government schools, 22 belonged to Aided Mission schools, 2 to the Randhír College, and 2 to the Mahárája's College at Patiála; 6 were private students.

Results of Calcutta Arts examinations.

87. No candidates were sent up for the M. A. examination of the Calcutta University. For the B. A. examination 2 students of the Lahore Government College were allowed to go up on their own responsibility, and both failed. For the F. A. examination St. Stephen's College supplied 6 candidates, of whom 3 were successful, and 2 went up from the Batála Christian Boarding school, who both failed. The total number of candidates for the Intermediate examination in English and the F. A. examination was 55, of whom 24 were successful. For the Entrance examination of the Calcutta University there were 106 candidates, of whom 70 were successful. Of the latter, 44 belonged to Government schools, 17 to Aided Mission schools, 3 to the Bishop Cotton school, Simla, 1 to the Lahore High school for boys, 2 to a Government Cantonment school with no regular High department, and 1 to the Patiála College; 2 were private students.

Number passed the Punjab and Calcutta Entrance examinations.

88. The total number of candidates for the English Entrance examination of the Punjab University, and the Entrance examination of the Calcutta University, was 395, of whom 151 were successful.

Comparison of the general results between this and the previous year's examinations

89. On comparing the general results of these examinations with those of the previous year, it will be found that 3 students have passed the Punjab M. A. and 3 the M. O. L. examination, against 3 who passed by the former standard and 2 who passed the Calcutta M. A. examination on the previous occasion; 6 have passed the Punjab B. A. examination and 1 the B. O. L. examination, against 1 who passed by the former standard and 2 who passed the Calcutta B. A. examination in the previous year; 21 have passed the Punjab Intermediate examination—18 in English and 3 in the vernacular—and 3 the Calcutta F. A examination; against 15 who passed the former—13 in English and 2 in the vernacular—and 8 who passed the latter

examination in the previous year. In the Punjab Entrance examination 122 candidates have passed—102 in English and 20 in the vernacular—against 63 in English and 10 in the vernacular in the previous year. In the Entrance examination of the Calcutta University 70 candidates were successful against 55 in the previous year. Allowing for candidates common to the Calcutta examination and the Punjab English examination, the total number who passed in English was 151 against 105 in the previous year.

Results of examinations in Oriental languages. The Maulaví examinations.

90. For the Maulaví Fázil or higher Arabic examination there were 4 candidates, who passed; for the Maulaví 'Alim or middle Arabic examination there were 7 candidates, of whom 4 were successful; and for the Maulaví or lower Arabic examination there were 18 candidates, of whom 11 were successful. The Maulaví Fázil and Maulaví 'Alim examinations were not held in the previous year. On the present occasion the 4 students who passed the Maulaví Fázil examination, 3 of those who passed the Maulaví 'Alim examination, and 7 of those who passed the Maulaví examination belonged to the Oriental College. The other 5 were students of the Patiála College and of Muhammadan schools at Delhi and Gujránwála.

The Sanskrit examinations.

For the Shástrí or higher Sanskrit examination there were 6 candidates, of whom 1 passed; for the Vishárad or middle examination 9, of whom 3 were successful; and for the Prágya or lower examination 44, of whom 7 were successful. In the previous year 9 candidates passed the Prágya examination, but the other 2 were not held. On the present occasion the candidates successful in the Shástrí examination, one of those who passed the Vishárad examination, and 5 of those who passed the Prágya examination were students of the Oriental College. The Randhír College contributed 2 successful candidates for the middle and 1 for the lower examination, and the Hindú school at Ludhiána 1 for the latter.

The Munshí examinations.

For the Munshí Fázil or higher Persian examination there were 14 candidates, of whom 12 were successful; for the Munshí Alim or middle examination 25 candidates, of whom 21 were successful; and for the Munshí or lower Persian examination 123 candidates, of whom 96 were successful. In the previous year the higher and middle examinations were not held, but 49 candidates passed the lower examination.

Of the students successful in the higher examination on the present occasion, 9 belonged to the Oriental College, 1 to the Central Training College, and 2 were private students. Of those who passed the middle examination 6 were students of the Oriental College, 5 of Government schools, 6 of institutions in Patiála territory, 2 of an Arabic school at Lahore, and 2 were private students. Of those successful in the lower examination 19 belonged to the Oriental College, 29 to Government institutions, 1 to a Mission school, 16 to schools in Native States, 16 to Unaided schools, and 15 were private students.

The statistics above quoted do not include candidates from territory beyond the Punjab, which contributed 1 successful candidate for the Munshí, Fázil, 6 for the Munshí 'Alim, and 32 for the Munshí examination.

The Gurmukhí examinations.

Three students went up for the higher Gurmukhí examination and failed, 2 out of 4 candidates passed the middle examination, and 5 out of 9 the lower. In the previous year the lower examination only was held, and 7 candidates were successful. All the candidates for the higher and middle examinations were supplied on the present occasion by the Oriental College. Of those successful in the lower examination 1 belonged to that institution, 2 to the Patiála College, and 2 to a Sanskrit school at Gujránwála.

Examinations in Muhammadan Law.

Two candidates went up and passed the Qází Fázil examination, and 3 out of 4 were successful in the Qází 'Alim examination. Of the latter, 2 belonged to the Egerton school at Baháwalpur, the other was a student of the Oriental College.

Examinations in Hindú Law.

For the Pradvivak or first examination in Hindú Law there was 1 candidate, who passed; and for the Byavisthavit or final examination there were 2 candidates, who failed. In the previous year 4 passed by the former standard.

Examinations in Medicine.

Five candidates out of 11 were successful in the first examination in Medicine, and 4 out of 12 in the final examination, against 7 who passed the former and 4 the latter in the previous year.

Examinations in Law.

For the first examination in Law 100 candidates appeared, of whom 24 were successful; and for the final examination 65, of whom 27 were successful. In the previous year 48 candidates passed the former and 35 the latter examination.

Examination in Engineering.

For the first examination in Engineering there were 7 candidates, of whom 3 were successful; in the previous year 6 passed the first and 1 the final examination.

Examinations in Yunáni system of Medicine

In the Yunáni system of Medicine there were for the Hakím Háziq examination 10 candidates, of whom 5 passed; and for the Umdat-ul-Hukama 12, of whom 7 passed. In the Vaidak system there were for the Vaidya examination 6, of whom 3 passed; and for the Bhikhak examination 2, of whom 1 passed.

LAHORE GOVERNMENT COLLEGE.

STAFF.

DR. G. W. LEITNER, LL.D., D.O.L., &c, Principal (on leave).

J. SIME, ESQUIRE, B.A. (Inspector of Schools, Lahore Circle), Officiating.

DR. C. R. STULPNAGEL, Professor (Officiating as Inspector of Schools, Lahore Circle).

T. C. LEWIS, ESQUIRE, M.A., Professor.

J. C. OMAN, ESQUIRE, Professor of Natural Sciences.

F. H. COPE, ESQUIRE, B.A., Assistant Professor, Officiating as Professor.

BABU SASI BHUSHAN MUKARJI, M.A., Assistant Professor.

LALA SAGAR CHAND, B.A. (Assistant Inspector of Schools, Officiating Assistant Professor).

MAULAVI MUHAMMAD HUSAIN, Assistant Professor of Arabic.

PANDIT BHAGWAN DAS, Assistant Professor of Sanskrit.

Temporary changes in College staff

91. The permanent staff of the College is the same as shown in my last report; but several temporary changes have been made. On the 8th May Dr. Leitner went on deputation in connection with the Education Commission previous to taking leave on medical certificate to Europe. Mr. Sime, Inspector of the Lahore Circle, was appointed to officiate, and has held the appointment up to the present time On the same date, Dr. Stulpnagel left the College to officiate as Inspector of Schools. Mr. Cope, Assistant Professor, took Dr. Stulpnagel's place as Professor; and

Lálá Ságar Chand, B.A., Assistant Inspector of Schools, was appointed to act for Mr. Cope. On the 13th February Bábú Sasí Bhúshan Mukarjí, M.A., Assistant Professor, went on privilege leave for three months; and Lálá Bhairon Parshád, B.A., of the Hoshiárpur District school, was nominated to officiate in his place.

Statistics and cost of educating each pupil.

92. There were 103 students at the close of the year—the same number as at the beginning. The average number on the rolls, however, has risen from 96 to 108, and the average attendance from 77 to 90. The expenditure amounted to Rs. 46,626, or rather less than in the previous year; the cost of educating each scholar has fallen from Rs. 498-15 to Rs. 431-11, and the cost to Government from Rs. 477-2 to Rs. 413-14.

Rate of fees levied in College.

93. Fees rose during the year from Rs. 1,703* to Rs. 1,926. Hitherto a uniform fee of Rs. 2 per mensem has been taken from each student except in special cases when it has been remitted. This may be sufficient in the case of the poorer students, but is inadequate for the well-to-do and wealthy classes, more especially as the maximum fee in High schools is Rs. 5. It has been determined accordingly to introduce a graduated scale varying with the income of the parents, on the same principle that has been found to work well in District schools. It is proposed by the Cambridge Mission to introduce a similar system in St. Stephen's College at Delhi.

Classification according to race or creed of scholars, and the second language taken up by students.

94. Of the students now on the rolls 76 are Hindús, 14 Muhammadans, 9 Sikhs, and 4 Christians, one of the last being a Eurasian. Several Eurasian youths applied for admission during the year, but the necessity of learning an Oriental classical language in company with natives, who are well grounded in the subject, more especially as the classes are instructed by teachers who cannot speak English, proved an obstacle.

At present about half the students take up Arabic or Sanskrit as their second language, 23 receiving instruction in Arabic and 30 in Sanskrit. This is an increase since last year, when 43 students were reading these languages. Those who do not take up Arabic or Sanskrit study Persian.

* After deducting Rs. 396 realizations for February and March 1881 which were shown in last returns.

95. At the close of the year the 1st and 2nd year classes each contained 38 students, the 3rd and 4th year classes each 13, and the M. A. class 1.

Number reading in each class.

96. For the M. A. examination of the Punjab University held in May last 2 candidates presented themselves—one in English, the other in Sanskrit; and both failed. One of these appears to have been a young man of somewhat inferior ability, who had been reading for this examination, and also studying law for the same two years, and who left the College a few weeks before the examination. For the B. A. examination there were 12 candidates, of whom 5 passed; and for the F. A. examination 31, of whom 14 were successful.

Results of Arts examinations.

For the B. A. examination of the Calcutta University there were 2 candidates, who were allowed to go up on their own responsibility, and both failed.

97. The results above recorded cannot be considered satisfactory. They show, however, an improvement in some respects since the examinations held in May and June 1882. On that occasion 3 students passed the M. A. examination—1 in English, 1 in Sanskrit, and 1 in Physical Science. Out of 9 candidates for the B. A. examination 1 only passed; and out of 22 for the Intermediate examination 11 were successful.

Comparison of results of examinations with those of the previous year.

98. The failure of the students in the examinations held in 1882 is attributed by Mr. Sime to the following causes:—

Mr. Sime's remarks on the failure of the students.

(1) The calibre of students who stand low on the list of candidates successful in the Entrance examination is not, Mr. Sime believes, so good as it used to be.

(2) The nature of the Proficiency course with two compulsory subjects, and the option of taking up three, four or five, has led to irregular study.

(3) A considerable number of students, especially in the lower classes, read law simultaneously with their study of the Arts courses, and this exercises an injurious effect on their progress in the latter.

(4) There is great uncertainty in the examinations.

The last is, in Mr. Sime's opinion, the main cause of failure; and with reference to this matter he offers the following remarks:—

"The rule, an excellent one in itself, that Professors shall not examine their own students, brings in Examiners imperfectly acquainted with the circumstances. Then the University does not prescribe text-books, but only standards. This creates indefiniteness in the examining; and both circumstances together bring about the uncertainty of which I have spoken. Take, for example, the High Proficiency examination of last year. The subjects in which the students were least forward were History and Mathematics. Only a fraction of the prescribed courses had been read; the examination on that account was postponed till June, which found a considerable portion of the ground still uncompassed; yet there were no failures in these branches. The case was very similar with Mental and Moral Science, which had but *one* failure. In Physical Science there were *two* failures; in Persian there were *four*, and in English *six*. The last result was the less expected in that Dr. Leitner had declared the class thoroughly prepared for examination in May. It was, I believe, largely owing to the length of the papers set. These were meant for three hours each; but it would have been impossible for any one to have answered the first paper in even twice that time. The result in Persian is wholly unaccountable. This is a branch in which there have hardly ever been failures; yet the two most distinguished candidates, who were especially well up in Persian, failed on this occasion in that subject, and in that subject alone. There is no certainty as to whether even the best men will pass."

Mr. Sime advocates the nomination of "moderators."

99. Mr. Sime then proceeds to advocate the nomination by the University of 'moderators' whose chief duty it should be to insure the suitability of the papers set for examinations, with regard both to the nature of the questions and the length of the papers; and he insists also on the importance of employing as Examiners men who are well acquainted with the various standards.

Mr. Sime's remark regarding the inferiority of students discussed.

100. As regards the first point referred to by Mr. Sime, *viz.*, the inferiority of some of the students who have joined the College after passing the Entrance examination, I am inclined to think that this is due to fluctuations in the standard of examination, and perhaps also to the fact that candidates who have failed in English were formerly allowed to pass as Vernacular students. It is possible also that the admission to the examination of youths who have not completed the High school course may have had an injurious effect; for, though such candidates may be able to gain 33 per cent. of the maximum number of marks in a given subject, it does not follow that they can enter with advantage on a course of study that begins at the point where the High school course leaves off.

101. The tendency of the Proficiency course to induce irregularity in study, which is the second point referred to by Mr. Sime, will be removed, to a great extent at least, by the changes that have been recommended by the Syndicate and approved by the Senate.

Second point referred to by Mr. Sime discussed.

102. Referring to the third point noted by Mr. Sime, there can, I think, be no doubt that the progress of many students in the Arts courses is injuriously affected by the fact that their attention is largely occupied by the study of Law.

Third point referred to by Mr. Sime discussed.

103. The uncertainty of the examinations is, no doubt, a great evil. There is, of course, an element of chance in all examinations; and it is difficult under the most favorable circumstances to maintain a perfectly uniform standard. The difficulty is greatly increased in the case of the Punjab University, as the Examiners, who are frequently changed, have in many cases no personal experience of the standards required, and since the examination is not confined to particular text-books they have no sufficient means of judging what these standards should be. The consequence is that there is considerable fluctuation in the difficulty of the questions set from year to year, and probably also in the standard of marking, and that the papers are frequently more or less unsuitable. This engenders discontent amongst the students, and a want of confidence in the results of the examinations.

The uncertainty of the examinations discussed.

I can, myself, see no way of meeting the difficulty except the appointment of a standing committee or of "moderators" as suggested by Mr. Sime.

ST. STEPHEN'S COLLEGE, DELHI.

STAFF.

REVD. S. S. ALLNUTT, M.A., Principal.

REVD. H. C. CARLYON, M.A., Professor.

REVD. G. A. LEFROY, M.A., Professor.

BABU N. M. DATT, B.A., Assistant Professor of Mathematics.

BABU N. G. BOSE, M.A., Professor of Natural Science.

MAULAVI SHAH JEHAN, Professor of Persian.

MAULAVI JAMID-UR-RAHMAN, Professor of Arabic.

104. A grant-in-aid of Rs. 450 per mensem has been allowed during the year to this institution, which is maintained by the Cambridge Mission at Delhi, and has been thrown open to students of Government schools. A special grant of Rs. 2,000 also has been given for the purchase of scientific apparatus. At the close of the year there were 10 students in attendance; the average number on the rolls was 9, and the average attendance was the same. The total expenditure amounted to Rs. 13,339, of which Rs. 6,900 were paid from Provincial Revenues, and Rs. 900 from Municipal Funds, fees amounted to Rs. 193, and the contributions from other sources to Rs. 5,346. The total cost of educating each pupil was Rs. 1,482-2, and the cost to Provincial Revenues Rs. 766-11.

Grants made to St. Stephen's College Statistics, and the cost of educating each scholar.

105. The Inspector observes that the expenditure from public funds shown in the returns is considerably more than half the total expenditure, but that the actual value of the services of the European Professors has been greatly under-estimated. The high cost of educating each scholar was due, of course, to the fact that their number was so small; but if the numbers increase, as there is reason to expect, this item will compare favorably with other colleges in Northern India. There has been a considerable accession of students since the recent Entrance examination of the Punjab University, and at the end of July the names of 29 were borne on the rolls.

Remarks on the expenditure on the College.

106. The College is located in a large native house near St. Stephen's High school. A school and college club is domiciled in the same building, and the students, who are members, meet daily for reading, lectures, games, &c.

The situation of the College.

107. For the F. A. examination of the Calcutta University held in December 1882 there were 6 candidates, of whom 3 passed —1 in the 2nd and 2 in the 3rd division; and for the Intermediate examination of the Punjab University held in May 1883 there were 3 candidates, of whom 2 were successful.

Result of examinations.

THE ORIENTAL COLLEGE AND SCHOOL.

108. The statistics of the Oriental College and school are not included in the report, as the question of classifying these institutions is at present under the consideration of Government.

Classification of the Oriental College under consideration of Government.

Divisions in both school and college, and courses of study.

109. There are, as I have stated in previous reports, two main divisions in both school and college. Three hours daily are devoted to the study of Mathematics, History, Geography and other subjects through the medium of the Vernacular; and three hours to the study of Arabic, Persian, Sanskrit and other languages. As regards the first division, students preparing for the Entrance examination are considered to belong to the school, those who have passed that examination to the college. As regards the second division, students who are preparing for the lower examination in Arabic, Persian or Sanskrit are considered to belong to the school, those who have passed any of these examinations to the college. It often happens that students are in college classes in one division and in the school classes in the other. There are also special or professional classes.

Results of examinations—Arts examinations.

110. One student of the Oriental College passed the M. O. L. examination in Arabic and was placed in the first class. Two teachers also appeared at the examination, and passed; one in the first, the other in the third class. For the B. O. L. examination there were 3 candidates, of whom 1 was successful. Two students went up for the B. A. examination and failed. For the Intermediate examination there were 10 candidates, of whom 3 passed in the Vernacular.

Entrance examination.

For the Entrance examination in English there were 7 candidates, of whom 2 passed, and for the Vernacular examination 14 candidates, of whom 1 was successful. This institution has supplied 1 successful candidate only for each of the last three Entrance examinations in the Vernacular, though there is a very large number of students on the rolls, which shows that the school department cannot be in a very satisfactory condition.

Arabic examination.

For the Arabic examination there were in all 22 candidates, of whom 4 passed by the higher, 3 by the middle, and 7 by the lower standard.

Sanskrit examination.

For the Sanskrit examination there were 32 candidates, of whom 7 were successful, 1 passing by the higher, 1 by the middle and 5 by the lower standard. These are not satisfactory results.

Gurmukhí examination.

For the Gurmukhí examination there were 11 candidates, of whom 2 passed by the middle and 1 by the lower standard. Three students passed in Muhammadan Law, 2 by the higher and 1 by the lower standard; and 1 in Hindu Law, by the lower standard. Twelve passed in the Yunání system of Medicine—7 by the higher and 5 by the lower standard; and 4 in the Vaidak system—1 by the higher and 3 by the lower standard.

Engineering examination.

Three out of seven passed the first examination in Engineering.

CENTRAL TRAINING COLLEGE.

STAFF.

R. Dick, Esquire, M.A., Principal.

Lala Kanhaiya Lal, Assistant Superintendent.

Ulfat Husain, Maulaví.

Statistics and cost of educating each scholar.

111. The Central Training College contained at the close of the year 57 students, the average number on the rolls was 56, and the average attendance 48. The expenditure amounted to Rs. 15,981, of which Rs. 12,413 were paid from Provincial Services and the balance from District Funds. The total cost of educating each scholar was Rs. 285-6, and the cost to Provincial Revenues Rs. 221-10. These statistics differ in no material respect from those of the previous year.

English class.

112. The institution contains two classes, an English class and a Vernacular class. The English class consists of students who join direct from the Lahore College and promising teachers who are sent in for training. It is intended eventually to admit to this class no students who have not passed at least the First Arts or Intermediate examination; but it has been found necessary for the present to admit some who have read up to that standard but have not succeeded in passing the examination.

Desirability of forming second English class.

113. It is very desirable to form a second English class for the preparation of students destined for employment as English teachers in the Upper division of Primary schools. Such a class would consist of youths who had passed the Entrance examination, and the instruction imparted would be of a somewhat different character from the training given to the present class, which is intended more especially to prepare masters for employment in Secondary schools. The duties of an English master in a Primary school and in a Secondary school differ considerably. In the former case he has to teach only the elements of English, in the latter he may be required to teach a variety of subjects to different classes. This question has been dealt with in the report containing proposals regarding the course of study and the examinations for normal schools and training colleges, to which I have already referred in the Introductory Chapter.

Course of training.

114. The course of training was described at some length in my last report. The students of the English class receive instruction in the principles and practice of teaching, in translation and retranslation, and in elementary science. The instruction given in the principles of teaching was based on Currie's Manuals, supplemented in the case of Mathematics, Natural Science, and the study of English as a foreign language, by the special lectures of the Principal. Elementary Science was taught chiefly from the Science Primer series, which the students themselves will often be required to teach hereafter, supplemented by frequent references to more advanced text-books. The lectures on these subjects were illustrated, as far as possible, by experiments first performed by the teacher, and afterwards by the students.

Vernacular class.

115. The Vernacular class consists of picked men who have passed through a Normal school and gained certificates, of students who have passed the Entrance examination of the Punjab University on the vernacular side, and of teachers sent in from schools. The curriculum is similar to that described in the last paragraph, instruction in Urdú and Persian being substituted for the special lessons on the English language and the method of teaching it, and on translation and retranslation that were given to the English class.

116. I mentioned in my last report that in the absence of a Model school the Principal had adopted the expedient of using the students themselves as model classes, while one of their member acted as teacher, and that in this way numerous criticism lessons, as they are commonly called, were given in all the subjects of school instruction. The same arrangement was followed during the greater part of the last official year. Each lesson was carefully prepared beforehand by the student selected; and when it had been delivered, the other students were called to express their opinions as to its merits and defects, and the Principal summed up the general impression, modified where necessary by his own opinion.

Criticism lessons how given in absence of a Model school.

117. The first session continued until the 15th May 1882, and an examination was held immediately before its close. This examination extended over four days, and embraced papers on the principles of teaching, on Physical Geography and Introductory Science, on Physics and Chemistry, and on the principles and practice of translation from English into the Vernacular, with the omission of the last subject and the addition of Urdú, Persian and Sanitation in the case of the Vernacular class.

Examination before the close of the first session.

118. In the report already referred to regarding schemes of examination and courses of study for training institutions, I have proposed two grades of certificates, both for English masters and for Vernacular teachers. In the case of the former, certificates of the higher grade would be conferred on students who had completed the course proposed for masters of Secondary schools, and passed a satisfactory examination; and certificates of the lower grade on those who had gone through the course for masters of Primary schools and passed the required examination. Up to the present time all the students on the English side have, as already explained, undergone the same course of instruction and the same examination. The present curriculum and the examination, as hitherto conducted, resemble to some extent those proposed in the new scheme for masters of Secondary schools. Under these circumstances I propose to confer certificates of the higher grade on all who have obtained 40 per cent. in each subject, and 50 per cent. in the aggregate, in the examinations

Proposed grades of certificates described.

of students of the English class that have been held up to the present time, and certificates of the lower grade on those who have failed to satisfy these conditions but have acquitted themselves creditably in the examination. I thought it desirable, however, not to issue these certificates pending the decision of Government with reference to the proposals above referred to.

Result of the first examination of the English class.

119. Judged by the standard above indicated, 16 out of 26 candidates who appeared in the examination are entitled to certificates of the higher grade, and 7 to certificates of the lower grade. One has failed in the principles of teaching, and 2 have failed in translation—one of the latter, however, by one mark only. The results of the examination are on the whole very satisfactory.

Result of the examination of the Vernacular class.

120. On the Vernacular side one class only is required, as Primary teachers are trained in the Normal schools. 31 students of the Vernacular class were examined in May 1882, and all succeeded in obtaining more than 40 per cent. in each subject and 50 per cent. in the aggregate. All except five indeed gained more than 60 per cent. on the total number of marks.

Position and salary of students who attended the first term.

121. All the students who attended the institution during the first term obtained employment. One, after passing the competitive examination recently instituted by Government, has been employed as an Extra Assistant Commissioner on a salary of Rs. 200 per mensem ; a second joined the Sanitary Commissioner's Office before the close of the term, and the other 12 were holding appointments at the close of the year in the Educational Department on salaries varying from Rs. 30 to Rs. 160. The salaries obtained by students of the Vernacular class range from Rs. 10 to Rs. 30.

Second term.

122. The second term began on the 15th July. Some of the students of both the English and the Vernacular class who had not yet obtained employment were allowed to rejoin, and to hold their former scholarships. They were thus ready whenever a vacancy occurred, and were not forced to seek for employment elsewhere.

123. The number of new men who joined was considerably less than in the previous year, and the intellectual calibre of the English class decidedly below that of the previous year. Five students only joined the class direct from the Lahore Government College, and of these 2 had failed in the High Proficiency and 3 in the Proficiency examinations, whereas in the previous year there were 14 college students including 3 who passed the M. A. examination after joining, and 2 others who had passed the B. A. examination.

The class of students who joined the College at the second term.

124. The disinclination shown by students of the Government College to join the institution was, no doubt, due to a considerable extent to the uncertainty that was felt as to the future prospects of masters employed in District schools under the new arrangements. Apprehensions of this nature have been probably allayed to a considerable extent by the orders that have been issued by Government with the view of securing the interests of these masters; and it is to be hoped that they will entirely cease after some little experience of the working of the new system.

Disinclination shown by Government College students to join the Training College.

125. Out of 15 masters sent in by Inspectors for training, 3 had passed the First Art and 10 the Entrance examination.

Masters sent in for training.

126. Though the capacity of the English class was not so high as in the previous year, the Principal reports that he had every reason to be satisfied with the conduct, diligence and progress of the students. The same praise can be extended to the Vernacular class.

Capacity, &c., of the English and Vernacular classes.

127. The second examination of the Central Training College was held towards the end of July; but the results are not yet known. In the previous year the examination in the principles of teaching was conducted by the Principal himself. In the recent examination the papers on this subject were set by the Inspector of the Lahore Circle, who also conducted the examination in the practice of teaching, each student being required to give a lesson in his presence.

Second examination.

Opening of a Model school.

128. Towards the close of the year a Model school was opened and located in the building adjacent to the Senate House, and known as the Anárkalí girls' school. Some repairs and improvements have been effected, but the building is not well suited for the purpose, and has the disadvantage of being at some distance from the College. The school was formed in the first instance by drafts from the District school in the city, and was at first in danger of failing altogether, in consequence of misapprehension on the part of parents and pupils, who feared that the boys would not receive proper teaching, and that they would be experimented on by untrained students changing from day to day. These fears having been allayed, the classes with some of their teachers migrated to the present building, and as the teachers are mostly picked men the school promises to be very popular. There is now no difficulty in keeping up the proper numbers, and it has been necessary to refuse many applications for admission. A complete Primary department of five classes and a Middle department of three classes has been formed. Boys who are considered much above the proper age for the different classes have been excluded, and special attention will be given to this matter in future. It is intended to make this institution not only a practising school but also in every respect a Model school.

Proposed new building for the College and Model school.

129. It is proposed to erect a new building capable of affording accommodation to the College and the Model school, and this will probably be placed on the site recently occupied by the ice-pits, and in immediate proximity to the new District school house which is to be built in the same locality.

CHAPTER IV.

SECONDARY EDUCATION.

SCHOOLS FOR BOYS.

Statistics of Secondary schools for boys.

130. The number of schools for the Secondary education of boys has risen from 227 to 231; the number of boys at the close of the year from 5,920 to 6,762; the average number on the rolls from 6,276 to 7,017; and the average attendance from 5,231 to 5,919. As I explained in my last report, the numbers on the rolls are smaller at the close of the year than at any other time, as the promotions take place in the beginning of the year, when there is, of course, a large accession of numbers; during the year boys leave from time to time, and few join to take their place until the season for the annual promotions again comes round in the beginning of the next official year.

Expenditure on Secondary schools for boys.

131. The expenditure amounted to Rs. 3,15,912, distributed in the following manner: Provincial Services Rs. 1,68,798, District Funds Rs. 39,518, proceeds of endowments Rs. 5,216, fees Rs. 39,699, Municipal grants Rs. 29,406, other sources Rs. 33,275. There has been an increase of Rs. 4,527 in the fees, and of Rs. 1,759 in the expenditure from "other sources." These are the only items that exhibit any considerable change. The expenditure from Provincial Revenues and Municipal Funds is slightly less, and that from District Funds and the proceeds of endowments slightly more, than in the previous year. On the whole, the increase of expenditure amounted to Rs. 5,478. This is proportionately much less than the increase in the number of boys, and it entails no additional expenditure from Public Funds. The cost of educating each scholar fell from Rs. 49-7 to Rs. 45, and the cost to Provincial Revenues from Rs. 27 to Rs. 24-1.

Number of High and Middle schools for boys.

132. Out of 231 schools or departments of schools for Secondary education, 102 are English and 129 Vernacular. The former include 23 High schools, each with a Middle school attached to it, and 56 Middle schools unattached to High schools. There is one purely Vernacular High school only, but two of the English High schools contain Vernacular departments.

133. The number of boys attending High schools at the close of the year was 674 against 502 at the close of the previous year, whilst the number attending Middle schools had risen from 5,418 to 6,088.

Number of pupils in High and Middle schools.

134. The Middle school course extends over three years, and the High school course over two years. The attainments of students who have completed the former are tested by the Middle school examination, and of those who have completed the latter by the Entrance examination. The Middle school examination is held in the month of April, and the Entrance examination of the Punjab University in May. Some students still present themselves for the Entrance examination of the Calcutta University which is held in November. The results of the last Middle school examination held in April 1883 and of the last Entrance examination of the Punjab University held in May of the same year have been entered in the returns, because the work of 1882-83 was tested by these examinations, though the examinations were held after the close of the official year. The total number of students from Government and Aided schools for Secondary education who were successful in the Entrance examination of the Punjab or Calcutta University, or in both these examinations, has risen from 103 to 150, and the number successful in the Middle school examination from 950* to 1,268.

The examinations that test the attainments of students of High and Middle schools.

135. For the Entrance examination of the Calcutta University there were 91 candidates, of whom 65 passed, and for that of the Punjab University 266, of whom 106 were successful, 90 passing in English and 16 in the Vernacular. 35 candidates appeared at both these examinations, and 21 were successful in both. There were thus on the whole 322 candidates of whom, as stated in the last paragraph, 150 were successful; that is, about 30 per cent. of the total number borne on the rolls at the beginning of the official year.

Entrance examination results.

136. As the course of instruction in High schools extends over two years, we should expect to find that somewhat less than half the number of boys borne on the rolls would present themselves for examination annually; and it is a fairly

Remarks on the percentage that should pass the Entrance examination under ordinary circumstances.

* Includes 5 boys of Aided English schools who passed the Vernacular Middle school examination.

satisfactory result that 30 per cent. of the scholars in attendance at the beginning of the year should pass the Entrance examination. The number of candidates for the Punjab University examination, on the other hand, was very large, and, as we have seen, there was a large number of failures. This is probably due, in a great measure, to the fact that many boys who are insufficiently prepared and have not completed the two years' course are allowed to appear at the examination. The school authorities can exercise little control in this matter, as youths who desire to go up for the examination are in the habit of leaving school and appearing as private candidates if their names are not sent up in the regular manner. It is clear, of course, that the teachers cannot be held responsible for the failure of boys who have been under instruction for one year only instead of two, and the fairest method of judging results is, no doubt, to compare the number of successful candidates with the number on the rolls. Judged by this standard, the results are, as I have already observed, on the whole, creditable; and the increase of the total number of successful candidates by about 50 per cent. is of course very satisfactory.

Candidates for Entrance examination from private and other institutions.

137. Besides the successful candidates for the Entrance examination above referred to, 2 were supplied for the Calcutta examination by the Mooltan Cantonment school, which has no regular High department, and 1 by the Mahárája's College at Patiála. Two students from the latter institution passed the Punjab Entrance examination in English. The Randhír College at Kapúrthala supplied 2 successful candidates in English and 1 in the Vernacular for the Punjab examination, and the same number passed from the Oriental College at Lahore. St. Thomas' College at Murree, a private school at Simla, an Unaided school at Jhelum, the Egerton school at Baháwalpur, and the Hindú school at Lahore, each sent up an unsuccessful candidate to the Entrance examination.

Private students for Entrance examination.

138. Six private students went up for the Entrance examination of the Calcutta University, and 60 (including 5 who appeared at the Calcutta examination) for that of the Punjab University. Of the former 2 were successful and of the latter 8; 6 passing in English and 2 in the Vernacular.

Calcutta and Punjab University Entrance examination results.

139. On the whole, 106 candidates went up for the Entrance examination of the Calcutta University and 325 for the corresponding examination in English of the Punjab University. Of these, 36 appeared at both examinations; 70 candidates passed the Calcutta examination and 102 that of the Punjab University. The total number of candidates who went up in English for one or both of the examinations was 395, and the number who passed 151 against 105 in the previous year. For the Vernacular examination of the Punjab University there were 47 candidates, of whom 20 were successful, against 10 in the previous examination.

Middle school examination results in Government and Aided schools.

140. The results of the Middle school examination were very satisfactory: 1,528 candidates from Government and Aided Middle schools for natives appeared in the examination, and of these 1,257 were successful. There were 824 candidates on the Anglo-Vernacular side, of whom 675 passed, and on the Vernacular side 680, of whom 582* were successful. At the Middle school examination for Europeans and Eurasians held in September 1882 there were 24 candidates, of whom 11† passed. The percentage of successful candidates, as compared with the number of scholars on the rolls at the beginning of the year, was 23·4. In the previous year it was 16·4. As the course of studies extends over three years, somewhat less than one-third of the students may be expected to go up for the examination annually from the 3rd or highest class. The number of boys in the 3rd class is necessarily less than one-third of the total number on the rolls—first, because the yearly accessions to the 1st or lowest class exceed the number struck off the 3rd class after completing the course; and secondly, because some of the boys leave school before the course is finished.

Candidates for the Middle school examination from other institutions.

141. Besides the candidates from Government and Aided Middle schools, there were for the Anglo-Vernacular examination 2 candidates from the Christian Vernacular Education Society's Normal school at Amritsar, who both passed; 75 from Unaided institutions, of whom 51 were successful; and 69 private candidates, of whom 31 were successful. For the Vernacular examination there were 28

* Including 1 from an Aided English school.

† Besides 10 candidates, of whom 6 were successful, from the Lawrence Asylum at Sanáwar. These last are not shown in the ordinary returns, as the school is under the Military Department.

candidates from Government Normal schools, of whom 27 were successful; 10 from the Christian Vernacular Education Society's Normal school at Amritsar, of whom 9 were successful; 18 from Unaided institutions, of whom 14 passed; and 44 private candidates, of whom 29 were successful.

General results of the Middle school examination.

142. On the whole, 759 Anglo-Vernacular students were successful, against 505 in the previous year's examination; 11 passed the examination for Europeans, against 10 in the previous year; and 661 Vernacular students were successful against 548 at the previous examination.

ENGLISH SCHOOLS FOR SECONDARY EDUCATION.

Statistics, &c., of English schools for Secondary education.

143. Amongst English schools are included Government and Aided schools for natives, and Aided schools for Europeans and Eurasians. The total number of schools or departments of schools, High and Middle, is 102, or one more than in the preceding year. The total number of scholars has risen from 3,184 to 3,829, the average number on the rolls from 3,402 to 3,934, and the average attendance from 2,827 to 3,303. The total expenditure amounted to Rs. 2,58,667, of which Rs. 1,64,921 were paid from Provincial Revenues, Rs. 6,251 from District Funds, Rs. 5,216 from the proceeds of endowments, Rs. 35,318 from fees, Rs. 13,699 from Municipal Funds, and Rs. 33,262 from other sources. The fees have increased by Rs. 4,287, and there has been a slight increase in the expenditure from "other sources," and a slight decrease in that from public funds. The cost of educating each scholar has fallen from Rs. 74-7 to Rs. 65-12, and the cost to Provincial Revenues from Rs. 48-12 to Rs. 41-15.

GOVERNMENT ENGLISH SCHOOLS FOR SECONDARY EDUCATION.

Statistics, &c., of Government English schools for Secondary education.

144. The total number of Government English schools is 64 against 63 in the previous year. The number of scholars at the close of the year has risen from 2,238 to 2,654, the average number on the rolls from 2,407 to 2,756, and the average attendance from 2,022 to 2,327. The total expenditure amounted to Rs. 1,70,781, distributed as follows: Provincial Revenues Rs. 1,27,880, District Funds Rs. 6,221, proceeds of endowments Rs. 2,824, fees Rs. 21,671, Municipal

Funds Rs. 9,784, other sources Rs. 2,401. There has been an increase of Rs. 3,340 in the school fees. The expenditure from public funds shows no very important change, but is less than in the previous year. The total cost of educating each pupil has fallen from Rs. 69-15 to Rs. 61-15, and the cost to Provincial Revenues from Rs. 54 to Rs. 46-6.

Government High schools.

145. There are, as in the previous year, 10 Government English High schools to each of which a Middle school is attached. These are all District schools. The number of students in the High schools has risen from 335 to 446.

Government Middle schools.

146. There are 27 District Middle schools, including the 10 which are attached to High schools. These are under the direct management of the Department. The Anglo-Arabic school at Delhi is managed partly by the Department and partly by a committee composed chiefly of natives. The power of this committee has lately been increased. Twenty-three Government Middle schools are under the management of Deputy Commissioners, and there are two Cantonment schools under the management of Cantonment Magistrates. The number of students attending these institutions has risen from 1,903 to 2,208.

Entrance examination results in Government High schools.

147. From Government English High schools 44 candidates passed the Entrance examination of the Calcutta University and 77 that of the Punjab University, 19 were common to both; so that the total number successful in one or both of these examinations was 102. This gives 30 4 per cent. of the number borne on the rolls at the beginning of the year. In the previous year 81 candidates were successful in one or both the examinations, and the percentage of passes as compared with the numbers on the rolls was 32. There has been therefore a considerable increase in the number of successful students, but the percentage on the numbers borne on the rolls is not quite so high as in the previous year.

Middle school examination results in Government Middle schools.

148. From Government English Middle schools there were 489 successful candidates for the Middle school examination, or 25·7 per cent. on the total number borne on the rolls at the beginning of the year. In the previous year 341 boys passed the examination, and the percentage was 16·3. These figures show very satisfactory progress.

149. The largest number of successful candidates for the Entrance examination was supplied by the Delhi school, which sent up 39 candidates, of whom 30 passed—26 in English and 4 in the Vernacular—or nearly 47 per cent. of the total number on the rolls at the beginning of the year. This result was highly satisfactory in every respect. The whole of the 3rd or highest class of the Middle school, which consisted of 18 students, appeared at the Middle school examination, besides 4 students who had joined minor classes after passing the Vernacular examination, and took up English only; 19 candidates were successful. This is a good result, but I should like to see a larger number of candidates for the Middle school examination from the Delhi District school. The numbers are, however, less than would otherwise be the case in consequence of the existence of the Anglo-Arabic and the Anglo-Sanskrit schools, which are attended by students of the class that is ordinarily found in Government schools. These supplied 13 successful candidates for the examination.

Notice of Delhi District school.

150. The Rewári school did well in the Entrance examination, 6 candidates having passed out of 13 who were on the rolls at the beginning of the year. In the Middle school examination 10 candidates passed out of a class of 15, of whom 14 appeared at the examination.

Notice of Rewári District school.

151. The Ludhiána school sent up 3 candidates for the Calcutta examination, who passed; 7 for the Punjab University examination in English, who failed; and 8 for the corresponding examination in the Vernacular, of whom 5 passed. On the whole, 8 candidates passed, being 29·6 per cent. of the number on the rolls at the beginning of the year, and half the number who went up for the examination. This school supplied 14 candidates for the Munshí examination, of whom 13 passed; and 1 for the Munshí 'Alim examination, who was successful. For the Middle school examination there were 23 candidates, of whom 3 belonged to the 2nd class and 20 passed the examination.

Notice of Ludhiána District school.

152. From the Hoshiárpur school there were 11 candidates for the Calcutta examination, of whom 8 were successful; and 16 for that of the Punjab University, of whom 4 only passed. On the whole, 10 out of 22 candidates, or 26·3 of the number on the rolls at the

Notice of Hoshiárpur District school.

beginning of the year, were successful. The ill-success attending the Punjab examination must be attributed chiefly to the employment of the Head Master to officiate as Assistant Inspector, and Assistant Professor in the Lahore Government College, and to other unavoidable changes. In the Middle school examination, the 3rd class of 34 boys and 1 from the 2nd class went up, and 28 boys were successful—a very satisfactory result.

Notice of Gurdáspur District school.

153. The Gurdáspur District school has again achieved great distinction. 7 candidates went up for the Calcutta examination, who all passed; and 10 for the Punjab examination, of whom 8 were successful; 4 passed both examinations. On the whole, out of 13 candidates, 11, or 45·8 of the number on the rolls at the beginning of the year, were successful. The whole of the 3rd class, which consisted of 18 boys, passed the Middle school examination.

Notice of Amritsar District school.

154. The Amritsar school sent up 11 candidates for the Entrance examination, of whom 7 were successful, or 17·9 per cent. of the number on the rolls at the beginning of the year—a very low percentage. This school supplied 2 candidates for the Munshí examination, who were both successful. In the Middle school examination 32 candidates passed out of a class of 52.

Notice of Lahore District school.

155. The Lahore District school sent up 37 candidates for the Entrance examination, of whom 15, or 26·7 of the number on the rolls at the beginning of the year, were successful. The number who passed is larger than in any other school except Delhi, but the number of failures was considerable, and the number who passed as compared with the number on the rolls is not very high. This institution sent up 61 candidates for the Middle school examination, of whom 43 were successful, a larger number than was supplied by any other institution. The school has had great difficulties to contend with in consequence of the totally unsuitable character of the temporary accommodation with which it is at present provided. Taking this into consideration, the amount of success that has been achieved is highly creditable.

Notice of Gujrát District school.

156. From the Gujrát school 13 candidates went up for the Calcutta examination, of whom 8 passed; and 26 for the Punjab examination, of whom 7 only were successful. Three passed

both examinations. On the whole, 12 candidates passed out of 33. Compared with the number of candidates, the result is unsatisfactory; compared with the number on the rolls it is fair, the percentage of passes being 30 per cent. It may be added that the actual number of successful candidates is higher than in any other schools except Delhi and Lahore. In the Middle school examination 25 students were successful out of a class of 32.

Notice of Mooltan District school.

157. The Mooltan school passed 2 boys only out of 10 on the rolls, and 5 who went up for the Entrance examination. It also sent up 1 candidate for the Munshí examination, who passed, and 1 for the Munshí 'Alim examination, who was not successful. In the Middle school examination it came out extremely well, the entire class of 23 boys having been successful.

Notice of Jhang District school.

158. The High department of the Jhang school came out very badly, one boy only having passed the Entrance examination out of 24 on the rolls and 16 who were examined. The result of the Middle school examination, on the other hand, was most creditable, the whole of the 3rd class of 17 boys and 1 boy of the 2nd class having passed the examination. The failure of the High school must be attributed to the inefficiency of the Head Master, whose pecuniary embarrassments seem to have incapacitated him for work. The school has been recently visited by the Inspector, on the receipt of whose official report the necessary action will be taken.

Brief notice of District Middle schools.

159. Some of the District Middle schools to which no High department is attached have done remarkably well in the Middle school examination. From Gujránwála the whole class of 20 boys was successful, and from Ferozepore 18 out of a class of 22. It is very desirable that High departments should be attached to both these schools. The additional expense involved in this measure would not be great; and I trust that the necessary funds will be provided from local sources.

Favorable mention of some other District Middle schools.

160. The following schools also deserve mention: Rohtak with 10 successful candidates, Batála with 14, Bhera with 13, Kohát with 8, Abbott-abád with 6, and Dera Ghází Khán with 10. In each of the above schools the whole of the

3rd class passed the examination. The results in the case of the Frontier schools are particularly gratifying, and show that, although the actual number of passes is necessarily small, the teaching has been good and the management successful.

Creditable results in English schools under Deputy Commissioners.

161. The results of the Middle school examination as regards English schools under Deputy Commissioners were very creditable. The 3rd classes of these institutions contained altogether 133 boys, of whom 120, besides 3 boys of the 2nd class, went up for examination. Of these, 102 were successful. Amongst schools of this class, Pasrúr in the Siálkot District, Pind Dádan Khán in the Jhelum District, Maghiána and Chiniot in the Jhang District, and the city school at Dera Isma'íl Khán deserve special mention. The last-named school, which is very well conducted, passed the entire class of 8 boys—a very creditable result, considering the position and circumstances of the school, which is supported wholly from local sources.

AIDED ENGLISH SCHOOLS FOR THE SECONDARY EDUCATION OF NATIVES.

Statistics of Aided English schools for Secondary education of natives.

162. There are 32 Aided English schools for natives, against 33 in the previous year, the decrease being due to the fact that there is this year no High school department in the Christian Boarding school at Batála. The number of scholars at the close of the year has risen from 886 to 1,099, the average number on the rolls from 934 to 1,107, and the average attendance from 747 to 912. The total expenditure amounted to Rs. 66,207, distributed as follows: Provincial Revenues Rs. 26,613, District Funds Rs. 30, proceeds of endowments Rs. 192, fees Rs. 5,797, Municipal Funds Rs. 3,555, other sources Rs. 30,020. There has been a total increase of Rs. 2,100, chiefly under the heads of school fees, which exceed the collections of the previous year by Rs. 1,074, and Municipal grants, which have been increased by Rs. 485. The total cost of educating each pupil has fallen from Rs. 68-10 to Rs. 59-13, and the cost to Provincial Revenues from Rs. 28-5 to Rs. 24-1.

Aided High schools.

163. There are 10 Aided High schools, or one less than in the previous year, the decrease being owing, as already stated, to the absence of any students in the High department of the

Batála Christian Boarding school. These are all Mission schools, and to each of them a Middle school is attached. The number of students in the High schools has risen from 118 to 174.

Aided Middle schools.

164. There are 22 Aided Middle schools, including the 10 that are attached to High schools. All these, with the exception of the Anglo-Sanskrit school at Delhi, are maintained by the various Missions. The number of boys on the rolls of these institutions has risen from 768 to 925.

Entrance examination results in Aided High schools.

165. Aided English High schools for natives supplied 17 successful candidates for the Entrance examination of the Calcutta University, and 22 for that of the Punjab University; 2 were successful in both these examinations. The total number of students who passed was 37, and the percentage of successful candidates, as compared with the number on the rolls at the beginning of the year, 31·3. In the previous year 17 students were successful, and the percentage of passes, as compared with the number on the rolls, was 13·7. These results are very satisfactory, as they show a considerable increase, both in the actual number of passes, and in the number of passes as compared with the number of students on the rolls.

Results of examination in Aided Middle schools.

166. From Aided English Middle schools for natives 187 candidates were successful in the Middle school examination, against 118 in the previous year; whilst the percentage of successful candidates, as compared with the number on the rolls, has risen from 15·2 to 24·3. The results in this case also are highly satisfactory.

Notice of Aided Mission High school at Delhi.

167. The High department of the Aided school at Delhi, under the Cambridge Mission, sent up 3 successful candidates for the Entrance examination. The number is small, but there were 4 boys only on the rolls at the beginning of the year. The number had risen to 11 by the end of the year, and will, I hope, continue to increase. In the Middle school examination the entire class of 14 boys was successful.

Notice of Umballa Mission High school.

168. In the Umballa City Mission school the higher classes are very small; 2 candidates went up for the Entrance examination, who failed; whilst 3 out of a class of 4 were successful in the Middle school examination.

169. From the Ludhiána Mission school 3 boys were successful in the Entrance examination out of 10 on the rolls at the beginning of the year, whilst 17 out of a class of 22 passed the Middle school examination.

Notice of Ludhiána Mission High school.

170. From the Jullundur City Mission school 6 boys, or 28·6 per cent. of the number on the rolls at the beginning of the year, were successful in the Entrance examination, whilst 12 candidates out of 23 passed the Middle school examination.

Notice of Jullundur Mission High school.

171. The Batála Christian Boarding school sent up 1 successful candidate for the Entrance examination, but it had no High department at the close of the year. The 3 boys composing the 3rd class passed the Middle school examination. The aim of this institution is to give a thoroughly good education to Christian boys, and it deserves every success. It is to be hoped that the numbers will increase, and that a fair proportion of the boys may be induced to complete the course.

Notice of Batála Christian Boarding High school.

172. The Siálkot Scotch Mission High school supplied 4 successful candidates for the Entrance examination, or one-third of the number on the rolls at the beginning of the year. In the Middle school examination 7 students were successful out of a class of 10.

Notice of Siálkot Mission High school

173. From the Amritsar Church Mission school there were 3 successful candidates for the Entrance examination out of 15 on the rolls at the beginning of the year, whilst 13 boys out of a class of 21 passed the Middle school examination.

Notice of Amritsar Mission High school.

174. The Lahore Mission school sent up 9 successful candidates for the Entrance examination. At the beginning of the year the High school contained 25 boys, but some of the candidates must have joined the school since that date, as 27 candidates appeared, or more than the whole number of students in the 4th and 5th classes. In the Middle school examination 20 candidates out of a class of 35 were successful. The Lahore school supplied a larger number of successful candidates for each of these examinations than any other Aided school in the Province. There has been a great improvement in this respect of late years; but the number of boys in the higher classes, and consequently the number who pass the Entrance and the

Notice of Lahore Mission High school.

Middle school examinations, is still very small, as compared with the enormous numbers in the Primary department and the branch schools. This is probably owing, to a great extent, to the practice of beginning English in the Lower Primary school before the boys can read and write their own language, the result being that their progress is retarded, and very many never advance beyond the Lower Primary school standard. In the Lower division of English Primary schools generally, the proportion of boys who pass the Lower Primary school examination is small, and the causes are explained in the next chapter. In the case of the Lower department and branches of the Lahore Mission school, however, the percentage is less than one-half that of all Aided schools and one-third that of Government schools.

Notice of Gujránwála Mission High school.

175. The Gujránwála Mission school passed 4 candidates by the Entrance standard out of 10 on the rolls at the beginning of the year, whilst 12 out of a class of 13 were successful in the Middle school examination.

Notice of Ráwalpindí Mission High school.

176. The Ráwalpindí school supplied 2 successful candidates for the Entrance examination out of 12 on the rolls at the beginning of the year, whilst 18 boys out of a class of 24 were successful in the Middle school examination. The number who passed the Middle school examination was higher than in any other Aided school except that at Lahore.

Notice of Peshâwar Mission High school.

177. From the Peshâwar Mission school, 2 boys out of 4 on the rolls at the beginning of the year were successful in the Entrance examination, and 13 out of a class of 22 passed the Middle school examination. This result shows a great improvement over previous years.

Result of Middle school examination in Aided Middle schools not attached to High departments.

178. Of the unattached schools the most successful in the Middle school examination were—the Wazírábád school, which passed 10 out of a class of 14; and the Gujrát and Dera Isma'íl Khán schools, which each passed 11 out of 15.

179. A comparison of Aided English schools for natives with Government schools will show that the number of scholars borne on the rolls of each school is much higher in the latter than in the former. The average number of students on the rolls of each Aided High school throughout the year was 17, against 45 in Government High schools. In Aided Middle schools the average number of boys on the rolls of each institution was 43, against the same number in Government schools. In District Middle schools, which are, as a rule, much larger than schools under Deputy Commissioners, the average was considerably higher, being no less than 55.

Comparison of Aided with Government schools.

180. The average cost of educating each scholar is still approximately the same in Government and in Aided schools, having fallen in the former from Rs. 69-15 to Rs. 61-15, and in the latter from Rs. 68-10 to Rs. 59-13. The average amount of fees paid by each student was Rs. 7-14 in Government schools and Rs. 5-4 in Aided institutions. Deducting this amount, it will be found that the average expenditure for the education of each scholar, exclusive of what he himself contributes, was Rs. 54-1 in Government schools and Rs. 54-9 in Aided institutions.

Comparison of cost in Government with Aided schools.

181. In my last report I stated that from Government institutions 32 per cent. of the total number borne on the rolls of High schools at the beginning of 1881-82 were successful in the Entrance examination against 13·7 per cent in Aided institutions. The recent examinations show a vast improvement as regards Aided institutions, no less than 31·3 of the total number borne on the rolls at the beginning of 1882-83 having passed, against 30·4 per cent. in Government schools. The results of the Middle school examination show equal improvement in Government and Aided institutions, the percentage in the former having risen from 16·3 to 25·7, and in the latter from 15·2 to 24·3. In proportion, therefore, to the number of scholars on the rolls, the results of recent examinations have been as favorable to Aided schools as to Government institutions. Owing, however, to the large numbers attending Government schools, the average number of successful candidates for the Entrance examination supplied by each school was much higher in the case of Govern-

Vast improvement in the result of examinations over last year.

ment institutions. Each Aided High school supplied on an average 4 successful candidates for the Entrance examination, and each Aided Middle school 9 successful candidates for the Middle school examination. In the case of Government schools the average of successful candidates for the Entrance examination was 10, and for the Middle school examination 9. The average number supplied by each District Middle school was 13.

Places gained in the Entrance and Middle school examinations by Government and Aided school students.

182. In the Entrance examination of the Punjab University conducted through the medium of English, out of the first thirty places, the 6th, 7th, 20th, 24th and 29th places were taken by students of Mission schools. All the other places, except the 5th, were gained by students of Government schools. In the previous examination the highest place taken by a Mission school student was the 40th. In the last Entrance examination of the Calcutta University a student of the Ludhiána Mission school gained the 1st place, and the 8th and 21st places also were gained by Mission students. Four places—the 11th, 19th, 24th and 26th—were held jointly by Government and Mission school students. All the rest were gained by students of Government schools. In the previous examination, the 10th was the highest place held by a Mission student. The relative position held in the Entrance examination by Mission students as compared with students of Government schools is still, with a few exceptions, decidedly low, but has much improved since the previous examination.

In the Middle school examination, out of the 50 places at the head of the list, the 3rd, 21st, 40th and 46th were held by students of Mission schools, and all the rest by students of Government schools.

AIDED SCHOOLS FOR THE SECONDARY EDUCATION OF EUROPEAN AND EURASIAN BOYS.

Statistics of European Aided schools for boys.

183. There are 6 boys' schools for the Secondary education of Europeans and Eurasians. These comprise the High and Middle department of the Bishop Cotton school at Simla, of the High school for Europeans at Lahore, and of the boys' section of the Lawrence Memorial Asylum at Murree.

Number of pupils in European Aided schools.

184. The number of scholars attending the High schools has risen from 17 to 32, and the number attending the Middle schools from 43 to 44.

Result of examinations.

185. The Bishop Cotton school contained at the close of the year 22 boys in the High and 26 in the Middle department, against 14 in the former and 29 in the latter at the end of the previous year. The High school department at Lahore was formed during the year under report; it contained at the close of the official year 8 boys, and there were 7 in the Middle department. At the end of May last the number of scholars in the High and Middle schools had risen to 35. At the end of the previous year the Middle school contained 5 boys only. The High school at Murree contained 2 boys, and the Middle school 11, against 3 in the former and 9 in the latter at the end of the previous year.

Expenditure in European Aided schools.

186. The total expenditure amounted to Rs. 21,679—comprising Rs. 10,428 from Provincial Revenues, Rs. 2,200 from the proceeds of endowments, Rs. 7,850 from fees, Rs. 360 from Municipal Funds, and Rs. 841 from other sources. There has been an increase of Rs. 946 in the total expenditure, paid almost entirely from Provincial Revenues. The total cost of educating each pupil was Rs. 305-5 against Rs. 339-14 in the previous year, and the cost to Provincial Revenues Rs. 146-14 against Rs. 157-6. The total cost of educating each scholar was highest in the Bishop Cotton school, where it amounted to Rs. 329-4, the charge against the Provincial Revenues being Rs. 118-10. In the Lahore school the total cost was Rs. 286-3, and the charge against the Provincial Revenues Rs. 140. Here, however, a large and rapid increase of numbers may be expected, which will be accompanied by a considerable decrease in the cost of educating each pupil. At Murree the whole cost of educating each pupil, which amounted to Rs. 248-5, was paid from the Provincial Revenues.

Result of Entrance examination in European schools.

187. Bishop Cotton school sent up 7 candidates for the Entrance examination of the Calcutta University, of whom 3 were successful, and 11* for the Middle school examination, of whom 10 were successful. The Lahore school supplied one candidate for the former examination, who passed, and one for the latter, who was unsuccessful.

* Besides 3 expelled for copying.

188. From the Murree Asylum there were 9 candidates for the Middle school examination, of whom 1 was successful. It may be observed that the candidates from this institution were very young, and they had been for a comparatively short time under instruction in the Middle school department.

Murree Asylum.

VERNACULAR SCHOOLS FOR THE SECONDARY EDUCATION OF BOYS.

189. The number of Vernacular schools for Secondary education has risen from 126 to 129, the number of scholars on the rolls at the close of the year from 2,736 to 2,933, the average number on the rolls from 2,874 to 3,083, and the average attendance from 2,404 to 2,616. The average number of boys on the rolls of each school rose from 23 to 24.

Statistics of Vernacular schools for Secondary education.

190. The total expenditure amounted to Rs. 57,245, or very nearly the same as in the previous year. The distribution was as follows:—Provincial Revenues Rs. 3,877, District Funds Rs. 33,267, fees Rs. 4,381, Municipal Funds Rs. 15,705, other sources Rs. 13. There was an increase of Rs. 240 in the fees, which are paid by non-agriculturists only. The average cost of educating each scholar fell from Rs. 19-15 to Rs. 18-9. The cost to Provincial Revenues was Rs. 1-4, the same as in the previous year.

Expenditure and the cost of educating each scholar.

191. The Jullundur High school is the only purely Vernacular High school in the Province, but Vernacular departments are attached to the High schools of Delhi and Ludhiána. The Jullundur High school contained at the close of the year 22 students, and it supplied 10 candidates for the Entrance examination, of whom 7 were successful. As already stated, the Delhi school supplied 4 and the Ludhiána school 5 successful candidates for the Entrance examination in the Vernacular. For the Munshí examination the Jullundur school sent up 7 candidates, of whom 6 passed, and for the Munshí 'Alim examination 4 candidates, who were all successful. It has been noted above that the Ludhiána school supplied 13 successful candidates for the former and 1 for the latter examination, and that 2 candidates from Amritsar and 1 from Mooltan passed the Munshí examination.

Jullundur High Vernacular school.

192. In the Middle school examination 581 candidates from Government Vernacular Middle schools were successful against 476 in the previous year. The percentage of students successful in the examination, as compared with the total number on the rolls, rose from 16·5 to 21·5. These are very satisfactory results.

Results of the Middle school examination in Government Vernacular schools.

193. In the Umballa Circle the first place must be assigned to the Gurgáon District. In the Gurgáon school the whole 3rd class of 14 boys passed the examination The schools contained 137 boys at the beginning of the year, and at the time of the examination there were 43 boys in the 3rd class, of whom 42 went up for the examination and 41 were successful. The same number of successful candidates, *i.e.*, 41, was supplied by the Ludhiána District, which had 200 boys on the rolls at the beginning of the year, whilst the 3rd class at the time of the examination contained 53. The 10 schools of the Umballa District sent up 34 candidates out of 44 in the 3rd class. Of these 31 were successful, or about one-sixth of the number on the rolls at the beginning of the year. Delhi supplied 28 successful candidates out of 33 in the 3rd class and 125 on the rolls at the beginning of the year. The Karnál District did well considering the small number on the rolls at the beginning of the year, which amounted to 46 only. Of these 19 passed, several from the 2nd class. Rohtak passed 21 out of 65 on the rolls at the beginning of the year, and 23 in the 3rd class at the time of examination.

Notice of schools in the Umballa Circle.

The Hissar and Sirsa Districts are the most backward in the Province, with the exception of Simla and Kohát, where there are no Vernacular Middle schools. Hissar supplied 2 successful candidates only, and Sirsa none whatever. It is impossible that Primary education can make satisfactory progress unless the Vernacular Middle schools are improved. I have repeatedly urged this question on the attention of the District officers, and pointed out the measures that seem to be required.

194. In the Lahore Circle the Hoshiárpur District is the most advanced with regard to Vernacular education. Here one school supplied 18, a second 16, a third 15, and two others each 10 successful candidates for the Middle school examination. On the whole, 88 boys passed out of a class of 117, or nearly 25 per

Notice of schools in the Lahore Circle.

cent. of the total number on the rolls at the beginning of the year. It may be added that in the other three Circles one school only supplied more than 9 successful candidates for the examination.

The Jullundur District with a somewhat larger number on the rolls at the beginning of the year supplied 54 successful candidates out of a class of 76. The Lahore District did well, having passed 38 out of a class of 49, or about 25 per cent. of the number on the rolls at the beginning of the year. The success of these students will, I hope, facilitate the extension of Primary education in the district. The best school in this district is at Bághbánpur, close to the Shálimár gardens. Siálkot passed 26 candidates, Amritsar and Ferozepore 19 each, Gujránwála 17 (being the entire 3rd class), and Gurdáspur 13. The small number supplied by Gurdáspur is attributable to the existence of several English Middle schools in the district. Kángra supplied 3 successful candidates, and it is satisfactory to find that one boy from Kulú has passed the examination. There are few places in this district where Vernacular Middle schools can be expected to flourish at present, Kángra, Núrpur and Pálampur being provided with English schools.

Notice of schools in the Ráwalpindí Circle.

195. In the Ráwalpindí Circle the Middle schools are generally small, and this is the case even in the Ráwalpindí District, where the Primary schools are more numerously attended than in any other part of the Province. For the Middle school examination the Ráwalpindí and Gujrát Districts each supplied 18 successful candidates, Jhelum 10, Sháhpur 11, and Pesháwar and Hazára each 3. There is no Vernacular Middle school in Kohát. The entire number of boys in this Circle who passed the examination was 63, or considerably less than that contributed by the Hoshiárpur District alone. The teaching, however, was effective, and the failures were remarkably few.

Notice of schools in the Mooltan Circle.

196. In the Mooltan Circle all the districts are backward. The total number of successful candidates was 58. Of these, 14 belonged to the Dera Ghází Khán District, 11 to Dera Isma'íl Khán, 7 to Mooltan, 7 to Jhang and 4 to Bannú. It may be observed that though the numbers are small, the instruction imparted was generally successful, and in many cases all the boys in the 3rd class passed the examination.

SECONDARY EDUCATION FOR GIRLS.

AIDED SCHOOLS FOR EUROPEANS AND EURASIANS.

Number of Secondary schools for girls.

197. Four Secondary schools for girls are shown in the returns. They comprise the High and Middle departments of the Auckland House school at Simla, and the Middle departments of the Convent school and St. Michael's school at Murree.

Auckland House girls' school.

198. In the High department of the Auckland House school there was one girl only at the close of the year, and there were 10 girls in the Middle department. The total expenditure amounted to Rs. 2,821 of which Rs. 900 were contributed from Provincial Revenues, and Rs. 1,921 from fees, which exceeded the amount collected in the previous year by Rs. 366. The annual cost of educating each scholar was Rs. 352, and the cost to Government Rs. 112-8. The girls take up French instead of Urdú, and in other respects follow the prescribed course. There were no candidates for the last Middle school examination. The girls have been well taught, and the Inspector's report is very favorable.

Roman Catholic institutions at Murree.

199. The Convent school at Murree and St. Michael's school are held in adjacent buildings under the same management at Murree. The former is intended for girls of a superior class who can afford to pay fees, and the latter chiefly for the children of soldiers. High praise is given by the Inspector to the teaching in the Convent school, and the result of the examination of St. Michael's school also was satisfactory. Five girls from each of these schools passed the Upper Primary school examination in September last, and are now entered in the Middle departments. The total expenditure is shown as amounting to Rs. 1,610, of which Rs. 270 were paid from Provincial Revenues, Rs. 300 from fees, and the balance from other sources. The total cost of educating each scholar was Rs. 178-14, and the cost to Government Rs. 30. It should be observed, however, that in the nominal expenditure is included the estimated value of the teaching imparted by the Sisters belonging to the institution, who really give their services gratuitously, the actual cost of board and lodging only being provided.

AIDED ENGLISH SCHOOL FOR THE SECONDARY EDUCATION OF NATIVES.

Alexandra school at Amritsar for native Christian girls.

200. The Middle department of the Alexandra school contained two girls only at the close of the year. The average number on the rolls was 4. The expenditure amounted to Rs. 2,290, of which Rs. 480 were paid from Provincial Revenues, Rs. 219 from fees, and Rs. 1,591 from other sources. Owing to the fact that the school is taught by English ladies, and that there were so few pupils in the Middle department, the cost of educating each scholar was very high, amounting to Rs. 572-8, whilst the cost to Government was Rs. 120. The object of the school is to give a thoroughly good education to native Christian girls of the higher class, and it is intended to teach eventually to the Entrance standard.

CHAPTER V.

PRIMARY EDUCATION.

PRIMARY SCHOOLS FOR BOYS.

Statistics of Primary schools.

201. There were at the close of the year 1,559 Primary schools and departments of schools containing 98,696 boys. The average attendance was 75,894. There has been an increase of 33 in the number of schools, of 4,777 in the number of pupils borne on the rolls, and of 4,154 in the average attendance during the year under report. The largest number of boys receiving Primary education in Government and Aided schools at any previous time was approximately 96,263.* This was in 1877-78. During the next two years there was a large falling-off in numbers, due, as I have explained in former reports, to three causes: firstly, the closing of schools and reduction of establishments for want of funds; secondly, severe sickness; and thirdly, the disturbing effects of the war in Afghánistán. During the last three years there has been an increase of 14,153 boys, or about 17 per cent., and the number on the rolls is now higher than it has been at any former time.

Expenditure on Primary schools.

202. The expenditure on Primary education has risen from Rs. 4,77,386 to Rs. 4,86,665. The increase of expenditure is less in proportion than the increase in the number of boys; and the average cost of educating each scholar has fallen from Rs. 5-5 to Rs. 5-3. The expenditure from various sources was as follows: Provincial Revenues Rs. 72,069, District Funds Rs. 2,40,806, endowments Rs. 5,124, fees Rs. 71,029, Municipal grants Rs. 65,065, other sources Rs. 32,572. The expenditure from Provincial Revenues is slightly less than in the previous year, whilst there has been a small increase in the contributions from District and Municipal Funds and from "other sources," the latter consisting chiefly of private donations and subscriptions. The chief increase is under the head of fees, the amount collected exceeding that paid during the previous year by Rs. 5,785.

Results of Primary school examinations.

203. By the Upper Primary school examination the progress of boys who have passed through the two classes constituting the Upper division of Primary schools, is tested, and by

* See page 5 of Annual Report for 1880-81.

the Lower Primary school examination the progress of those who have passed through the three classes of the Lower division. In the former examination 4,237 candidates were successful, against 4,214 in the previous year and 3,685 in 1880-81. In the Lower Primary school examination 8,563 candidates were successful, against 7,607 in the previous year and 7,110 in 1880-81.

Number of pupils in Upper division of Primary schools.

204. At the close of the year there were 15,827 boys in the Upper division of Primary schools. The number is less at this time than at any other period of the year; as many boys leave during the year and their places cannot be supplied until the annual promotions are made, and these have effect immediately after the close of the year. The number of boys in the Upper division at the end of 1881-82 was greater by 316 than at the end of the year under report. I am unable to account for this circumstance, but it is satisfactory to find that on the 31st May 1883, after the annual promotions had taken place, the Upper division contained 20,259 boys, which is greater by 1,340 than the number in attendance on the same date in the previous year.

GOVERNMENT ENGLISH SCHOOLS.

Number of Government English Primary schools, and the curriculum pursued in them.

205. There are 117 Government English Primary schools, or two more than at the end of the previous year. They consist of the Primary departments and the branch schools attached to Government English schools for Secondary education, as explained in my last report; and, they are returned as English schools, because English forms a part of the regular course of instruction. The curriculum is almost identical with that pursued in purely Vernacular schools, the only difference being that mensuration is omitted and that English is taught as an additional subject in the Upper division. The omission of mensuration does not, of course, make up for the additional labor involved in learning English; but the staff in the Upper division is generally superior to that employed in purely Vernacular schools, and the boys are more regular in their attendance. The branches generally comprise a Lower division only, the Upper division being in most cases concentrated in one building. The fact that English is taught in these schools renders them much more expensive than purely Vernacular schools; and, for the same reason, the boys who attend them contribute much more largely to the cost of their own education.

206. The number of scholars attending these schools has risen from 14,757 to 15,725, and the average attendance from 11,345 to 12,384. There has been a corresponding increase in the number of boys in the Upper division, which has risen from 3,459, or 23·4 per cent. of the total number on the rolls, to 3,710, or 23 6 per cent.

Statistics of Government English Primary schools.

207. The total expenditure was Rs. 1,14,347, of which Rs 31,814 were paid from Provincial Revenues, Rs. 6,990 from District Funds, Rs. 2,204 from the proceeds of endowments, Rs. 34,488 from school fees, Rs. 37,264 from Municipal Funds, and Rs. 1,587 from other sources. There has been an increase of Rs. 3,481 in the amount of fees collected. The average cost of educating each scholar has fallen from Rs. 7-13 to Rs. 7-10, and the cost to Provincial Revenues from Rs. 2-4 to Rs. 2-2.

Expenditure and the cost of educating each pupil in Government English Primary schools.

208. In the Upper Primary school examination 1,002 boys were successful, against 912 in the previous year and 758 in 1880-81; and in the Lower school examination 1,591 boys were successful, against 1,413 in the previous year and 1,237 in 1880-81. The percentage of boys successful in the former examination, out of the total number borne on the rolls of the Upper division at the beginning of the year, was 28·9, against 23·8 in 1881-82; and the percentage of those successful in the Lower Primary school examination, out of the total number borne on the rolls of the Lower division, was 14, against 13·5 in the previous year.

Results of Primary school examinations in Government English schools.

The above statistics show that good progress has been made in these schools during the year under report.

209. As the course of instruction in the Upper division of Primary schools extends over two years, the maximum number that could pass the Upper Primary school examination under ordinary circumstances would be 50 per cent. of the number on the rolls. Allowing for boys who leave without completing the course, and for the necessary inequalities of teaching in a large number of schools, the fact that nearly 29 per cent. of the number on the rolls passed the Upper Primary school examination, is, I think, very satisfactory; though I believe

Percentage of passes in Upper Primary school examination shows satisfactory progress.

that it is possible to effect further improvement, and I look for still better results in years to come.

Percentage of passes in Lower Primary school examination not altogether satisfactory.

210. The Lower division of Primary schools contains, as I have said, three classes. With thoroughly good teaching it is quite possible, as has been shown by experience, for a boy to pass through the first or lowest class in six months. We may, however, consider that the course should extend in ordinary cases over three years, and the maximum number of boys, therefore, who could pass the examination would be 33 per cent. of the number on the rolls. The percentage during the past year, as noted above, was 14, and, though this shows some improvement over previous years, and will compare favorably with the results attained in Aided schools, it cannot be considered altogether satisfactory.

Causes that prevent the attainment of better results explained.

211. There are several causes that tend to prevent the attainment of better results. In the first place, out of 12,015 boys in the Lower division, 2,232 are learning Mahájaní and banyas' accounts, and 231 read Hindí in the Nágrí character. After making some little progress in these subjects, they begin Urdú, but they take much longer than other boys to pass the Lower Primary school examination, and many of them do not attain to that standard. Some parents, again, send their children to school chiefly with the object of getting them out of the way, and remove them as soon as they can be of any use at home. The supervision exercised over branch schools, moreover, is not always very effective; they are situated in different quarters of large towns and cities, and the teachers are not under the same control that would be exercised if they were constantly under the eye of the Head Master of the main school. The chief difficulty, however, lies in the fact that many of the teachers are of inferior capacity, having been appointed in years gone by, when men of higher attainments were not easily procurable, and when qualified teachers without local influence could not succeed in obtaining pupils.

Remedy for existing defects.

212. The remedy for existing defects will be found chiefly in the gradual removal of incompetent men, and the introduction of a system under which a portion of the salaries of the teachers will be made to depend on results.

213. It should be added that where the Lower divisions of Primary schools are supplied with good teachers, and are subjected to efficient supervision, the teaching is sometimes excellent.

Teaching good in Lower division of Primary schools where efficient supervision exists.

AIDED ENGLISH SCHOOLS FOR NATIVES.

214. There are 84 Aided English schools for natives, being one more than at the close of the previous year. They comprise, like Government schools of the same class, the Primary departments and branch schools attached to English schools for Secondary education. The number of boys has risen from 8,262 to 8,492, and the average attendance from 6,357 to 6,716. The number of boys in the Upper division has risen from 1,282, or 15·5 of the total number on the rolls, to 1,489, or 17·6 per cent.

Statistics of Aided English Primary schools for natives.

215. The total expenditure amounted to Rs. 63,995. Of this, Rs. 24,269 were paid from Provincial Revenues, Rs. 6 from District Funds, Rs. 372 from the proceeds of endowments Rs. 14,671 from school fees, Rs. 2,198 from Municipal Funds, and Rs. 22,479 from other sources. Fees show an increase of Rs. 1,074, and the expenditure from other sources of Rs. 1,774. The average cost of educating each pupil was Rs. 7-13, being slightly higher than in the previous year.

Expenditure in Aided English Primary schools for natives.

216. There has been a slight increase in the number of boys who passed the Upper and Lower Primary school examinations. In the former, 334 boys, or 26 per cent. of the number on the rolls in the Upper division at the beginning of the year, were successful, against 324, or 24·2 per cent. in the previous year. In the Lower Primary school examination 651 boys, or 9·3 per cent., were successful, against 643, or 9 3, in the previous year.

Result of the Primary school examinations in Aided English Primary schools.

217. Comparing these statistics with those of Government schools, we find that the cost of educating each pupil is still approximately the same, *i.e.*, Rs. 7-10 in Government and Rs. 7-13 in Aided schools. In Government schools the proportion of boys in the Upper division is considerably higher than in Aided schools, being 23 6 against 17·6. In Government schools the percentage

Statistics of Aided English Primary schools compared with those of Government schools

of boys successful in the Upper Primary school examination was 28·9, against 26 in Aided schools, and in the Lower Primary school examination 14 against 9·3.

Inferiority of the Lower division of Aided Primary schools.

218. The inferiority of the Lower division of Aided Primary schools is strongly marked. The defects are of a similar kind, and are due to similar causes to those which have been mentioned in the case of Government schools; but the supervision exercised over the lower classes both of the main schools and the branches is generally much more lax than that which prevails in Government institutions. I anticipate much benefit from the application to these Primary schools and departments of the system of payment by results.

AIDED SCHOOLS FOR EUROPEANS AND EURASIANS.

Statistics of Aided European schools.

219. There were at the close of the year 5 Aided schools and departments of schools for European and Eurasian boys: *viz.*, the Primary departments of Bishop Cotton school at Simla, of the Lahore High school, and of the Lawrence Memorial Asylum at Murree, the Christ Church Primary school at Simla, and the St. James' Primary school for boys at Lahore. The number on the rolls at the close of the year has risen from 259 to 273, but the average number on the rolls, amounting to 250, and the average attendance, amounting to 216, were less than in the previous year.

Expenditure in European Aided schools, and cost of educating each scholar.

220. The total expenditure was Rs. 22,926, which was contributed from the following sources: Provincial Revenues Rs. 14,050, proceeds of endowments Rs. 2,200, fees Rs. 4,496, Municipal Funds Rs. 300, other sources Rs. 1,880. The average cost of educating each boy was Rs. 91-11, and the cost to Government Rs. 56-3. Of the amount contributed from Provincial Revenues, however, no less than Rs. 8,555 were expended on the Lawrence Memorial Asylum at Murree, where the whole cost of tuition, besides a part of the boarding charges, is borne by Government. The expenditure from the Provincial Revenues on the other four schools was Rs. 5,495; and the cost to Government for the education of each scholar in these institutions was Rs. 31-12, or Rs. 2-10 per mensem.

221. In the Upper Primary school examination, 35 boys, or more than half the number in the Upper division at the beginning of the year, were successful, and in the Lower Primary school examination 38, or nearly one-fifth of those in the Lower division. In the previous year 31 boys were successful in the former and 46 in the latter examination.

Results of Primary school examinations in Aided European schools.

222. Some further information regarding these schools will be found in paragraphs 69 to 72 of the Introductory Chapter, where I have treated of the subject of European education generally, and the measures in progress for its extension.

Further information regarding European schools to be found in the Introductory Chapter.

GOVERNMENT VERNACULAR PRIMARY SCHOOLS.

223. There are 1,317 Government Vernacular Primary schools, or 28 more than at the close of the previous year. The number of scholars has risen from 69,637 to 73,180, and the average attendance from 53,239 to 55,834.

Statistics of Government Vernacular Primary schools.

224. The total expenditure amounted to Rs. 2,78,323, and was distributed as follows: Provincial Revenues Rs. 976, District Funds Rs. 2,33,810, fees Rs. 17,374, Municipal Funds Rs. 24,703, other sources Rs. 1,460. The total expenditure in the previous year was Rs. 2,73,764. The chief increase is under the head of school fees, and amounts to Rs. 2,172. The average cost of educating each scholar has fallen from Rs. 4-2 to Rs. 4.

Expenditure in Government Vernacular Primary schools.

225. In the Upper Primary school examination 2,865 boys were successful, against 2,947 in the previous year, and in the Lower Primary school examination 6,268 against 5,487. The percentage of boys successful in the former examination, out of the total number borne on the rolls at the beginning of the year, was 25·3, against 21·3 in 1881-82; and the percentage of those successful in the Lower Primary school examination was 10·7 against 10·8 in the previous year.

Results of Primary school examination in Government Vernacular Primary schools.

226. The number of boys in the Upper division at the end of the year was 10,523 against 11,323 at the end of 1881-82. In the Umballa Circle there has been an increase in some districts, and a decrease in others, resulting on the whole in a very small diminution of numbers. The chief decrease is in the Lahore Circle, where it has taken place in every district except Amritsar and Hoshiárpur. In the Ráwalpindí Circle there has been a substantial increase. In the Mooltan Circle there has been a falling-off of 121 in Dera Isma'íl Khán, the other districts showing on the whole a small increase. The falling-off that has occurred in the numbers attending the Upper division of Vernacular schools has not been fully accounted for. In some districts it seems to be due to the fact that a much larger number of boys were successful in the Upper Primary school examination of 1881-82 than in the previous year. All these boys, of course, left the Primary schools, whereas if they had failed, some would have remained for another year. Whatever causes may have been at work to reduce the numbers in the Upper division at the close of the year, the very rapid increase in the number of boys enrolled in the Lower division, and also in the number successful in the Lower Primary school examination, made it certain that an increase of the numbers in the Upper division must necessarily follow. At the end of May, after the annual promotions had been made, the number had risen to 13,896, which exceeds the number on the rolls at the same date in the previous year by 836. Of the total number on the rolls at the close of the year, 14·4 per cent. were in the Upper division.

The decrease in the number in Upper division of Government Vernacular Primary schools.

227. Of the total number of boys attending the Lower division of Vernacular Primary schools, a very large proportion is in the first or lowest class, and the percentage successful in the lower examination is small. It amounted last year, as has been already stated, to 10·7. This is considerably less than in Government English schools and departments, where it was 14; but higher than in Aided English schools, where it amounted to 9·3 only.

Comparison of passes in Government English, Aided English, and Government Vernacular Primary schools.

228. The chief causes that retard the progress of these schools are: the presence of old and incompetent teachers; the employment of monitors of inferior attainments to instruct the lower classes; want of systematic instruction of the first

Causes that retard the progress of Vernacular Primary schools.

or lowest class, due, of course, to some extent, to the employment of incompetent teachers and monitors; the habit of withdrawing children from school as soon as they can be of use in the fields, or in any other kind of employment; and the irregular attendance of agriculturists, especially at certain seasons of the year.

229. Incompetent teachers of long standing must, of course, be removed gradually; they cannot all be dismissed at once. I think, however, that a suggestion made by Dr. Stulpnagel, Officiating Inspector of the Lahore Circle, that men of long standing, who are decidedly below the standard of modern requirements, should be induced to retire by the offer of liberal gratuities, is well worthy of consideration.

Suggestion regarding the removal of incompetent men of long standing.

230. In the Lahore Circle attention has of late been especially directed to the improvement of the first or lowest class; and much may be effected through the influence of District Inspectors if Inspectors show them clearly the organization and the arrangements that are necessary in order to enable boys to pass through this class expeditiously, and insist on their applying such instructions in a thorough manner to the schools under their charge. I believe also that the system of making a portion of the salaries of the teachers dependent on the results of examinations will have a most beneficial effect. A great deal depends, of course, on the supply of trained teachers to Primary schools; and, happily, youths who have passed the Vernacular Middle school examination are now procurable in all but very backward districts, and are glad to serve as assistant teachers, or to join a Normal school.

Improvement of the first or lowest class of the Primary schools.

231. In the more backward districts there is still great difficulty in finding competent men to send for training to the Normal schools. In such cases the progress of Primary education depends, to a great extent, on the improvement of Vernacular Middle schools, and the offer of special scholarships tenable in Middle schools to youths who will agree to join a Normal school after passing the Middle school examination and subsequently to serve as teachers.

Arrangements necessary in the backward districts for the supply of competent teachers.

232. The Hoshiárpur District is the most advanced in the Province as regards Primary education. It contained at the close of the year 81 schools with 4,375 pupils, or 54 boys on an average in each school. Of these, 907 were in the Upper

Primary education is the most advanced in the Hoshiárpur District.

division, and 723 boys passed the Primary school examinations—251 by the Upper and 472 by the Lower standard. The cost of educating each scholar was Rs. 3-11, which is considerably below the average of Rs. 4.

Primary education in Jullundur District.

233. In the previous year the first place was held by Jullundur; but the schools have been injuriously affected by the increase of fees, a measure which has been carried out without sufficient tact and judgment. At the close of the year there were 87 schools with 4,122 boys, or 47 on an average in each school; 693 boys were in the Upper division. 549 boys passed the Primary school examinations, 195 by the Higher and 354 by the Lower standard. Fees amounted to Rs. 2,764, which is a very much larger amount than that collected in any other district. The cost of educating each boy was Rs. 4-3.

Primary education in the Ludhiána District.

234. The Ludhiána District has always held a leading place, and is by far the most advanced in the Umballa Circle. It contained at the close of the year 56 schools with 2,727 boys, or 49 on an average in each school. Of these, 396 were in the Upper division. 438 boys passed the Primary school examinations, 137 by the Upper and 301 by the Lower standard. Fees amounted to Rs. 1,446, which is a larger amount in proportion to the number of boys than that collected in any other district except Jullundur. The average cost of educating each boy, however, was Rs. 4-15. The physical training now given in every Primary school is an important feature in the educational system pursued in this district.

Primary education in the Ráwalpindí District.

235. The Ráwalpindí District contained 54 schools with 5,105 boys, or 95 on an average in each school. Of these, 591 were in the Upper division. 626 boys passed the Primary school examinations, 193 by the Upper and 433 by the Lower standard. The amount of fees collected was very small, being Rs. 384 only. The cost of educating each pupil, on the other hand, was Rs. 2-7, which is less than in any other district of the Province.

Comparison of statistics between the districts of Ráwalpindí, Jullundur and Ludhiána.

236. The schools of the Ráwalpindí District contain a much larger number of boys than those of any other, and the average number in each school is much higher. The aggregate number of boys also who were successful in the Upper

and Lower Primary school examinations is larger than in any other district except Hoshiárpur, and larger in proportion to the number of boys on the rolls than in the great majority of districts. It is worthy of special notice that in this district, where the pupils contribute so little towards the cost of their own education, the expenditure from public funds is much less in proportion to the results achieved than in any other part of the Punjab. To illustrate this it may be worth while to compare the statistics of this district with those of Jullundur and Ludhiána. The fees collected in Ráwalpindí are less than one-seventh of the amount collected in Jullundur, and rather more than one-fourth of that collected in Ludhiána. In Ráwalpindí 5,105 boys are educated at an annual cost to the public funds of Rs. 10,768, and of these 626 last year passed the prescribed examinations; in Jullundur the number of boys was 4,122, the cost to public funds Rs. 11,723, and the number successful in the examinations 549; in Ludhiána the number of boys was 2,727, the cost to public funds Rs. 9,800, and the number successful in the examinations 438. It may be noticed that the average cost of each school is higher in Ráwalpindí than in Jullundur, but the cost per head is reduced in consequence of the large attendance The lower classes in this district were not nearly so well taught as the higher, being left too much to monitors, and it was resolved, at the Inspector's suggestion, to increase the number of assistant teachers. This has already involved a considerable increase of expenditure, but the increase in the number of boys is proportionately much greater.

Primary education in the Jhelum and Gujrát Districts.

237. In Jhelum also and in Gujrát the schools are very well attended; and the cost of educating each pupil is very low, amounting to Rs. 2-8 only in the former district and to Rs. 2-11 in the latter. The results of the examinations have been satisfactory. In these two districts the amount of fees collected was very small, though somewhat larger than in Ráwalpindí.

Vernacular Primary schools of the Umballa Circle.

238. The schools of the Umballa Circle generally are improving. Those in the Ludhiána District show the best educational results. The fees levied in this district are higher than elsewhere, but the average number of boys on the rolls is less than in some other districts of the Circle. The largest attendance per school is in Umballa, and in Rohtak, where the average is 60. The most backward districts are Hissar, Sirsa and Simla. The latter contains four Government Vernacular Primary

schools only, which have been till recently under no proper local supervision. They are now visited by one of the Masters of the District school. The schools of every district, except Ludhiána, are inferior as regards their educational status to those of the Lahore Circle generally. The amount of fees is somewhat higher in proportion to the number of boys than in the Lahore Circle, and the cost of educating each scholar is much greater.

Vernacular Primary schools of the Lahore Circle.

239. In the Lahore Circle the most advanced district, as already stated, is Hoshiárpur. The schools of this Circle are on the whole the best in the Province, and the desire for education is more general than in the other Circles. Kángra and Lahore are the most backward districts. Kángra, however, is progressing, and has some good schools. There are some good schools in Lahore also, and great improvement may be expected from the exertions of the Deputy Commissioner and the present District Inspector.

Vernacular Primary schools in the Ráwalpindí Circle.

240. In the Ráwalpindí Circle, Ráwalpindí, Jhelum and Gujrát are the most advanced districts. They are remarkable for the very small cost of educating each pupil, which is due to the large number of boys attending each school. The boys pay lower fees than in other advanced districts, but the charge on the public funds for each boy attending school, and for each boy who passes the examinations, is less than in any other part of the Province. In the Sháhpur District, and in the Frontier Districts of Pesháwar, Hazára and Kohát, there is no general desire for education amongst the people at large. The attendance in Sháhpur, however, is comparatively high, amounting to 57 per school, and the percentage of passes is good. I have already referred to the great interest shown by local chiefs in the Kohát District school. The former Head Master of this institution, who is a brother of the Head Master now in charge, has lately been appointed Assistant Inspector on the frontier, and I anticipate much good from his zeal and intelligence, combined with the local influence that he may be expected to exercise.

Vernacular Primary schools of the Mooltan Circle.

241. In the Mooltan Circle there has been a slight decrease in the number on the rolls, though the number of passes by both standards is much higher than last year. The schools in the Muzaffargarh District have greatly improved; and a large proportion of boys were successful in the examinations. The schools of the Dera

Ghází Khán District are reported to be in very good order; and there seems to be a strong desire for education amongst the Muhammadan population, which is not found in other parts of the frontier. The Montgomery District shows a good percentage of successful candidates for the examinations. The results of the examinations in the Jhang District have been less satisfactory during the year under report than in other parts of the Circle.

AIDED VERNACULAR PRIMARY SCHOOLS FOR BOYS.

242. There are 36 Aided Vernacular schools containing 1,026 boys, against 33 schools with 1,004 boys at the end of the previous year. Of these schools, 28 containing 875 boys, of whom 10 belong to the Upper division, are in Delhi and the neighbourhood, and 8 with 151 boys, of whom 14 belong to the Upper division, are in the villages near Kotgarh in the Simla District. The schools at Delhi are intended for boys of low caste. Owing to the small number of boys in each school, they are much more expensive than Government schools, the cost per head amounting to Rs. 6-9, though the cost to Government was 11 annas only. As in the previous year, 12 boys passed the Lower Primary school examination. All the boys in the Kotgarh schools learn Nágrí, and some learn Urdú also, and a few Persian. One boy passed the Upper and 3 the Lower Primary school examination. The cost of educating each boy in these schools was Rs. 8-6, and the cost to Government Rs. 2-7.

Statistics of Aided Vernacular Primary schools.

FEMALE PRIMARY SCHOOLS.

243. The number of Female Primary schools has risen from 317 to 321, the number of scholars on the rolls from 9,739 to 9,803, the average attendance from 7,155 to 7,412, and the total expenditure from Rs. 1,29,898 to Rs. 1,42,169. The expenditure was from the following sources: Provincial Revenues Rs. 43,957, District Funds Rs. 9,061, proceeds of endowments Rs. 701, fees Rs. 17,919, Municipal Funds Rs. 11,361, other sources Rs. 59,170. The chief increase, amounting to Rs. 7,492, was under the head of "other sources." 58 girls passed the Upper Primary and 104 the Lower Primary school examination. In the previous year 29 girls were successful in the former and 107 in the latter examination.

Statistics of Female Primary schools.

AIDED ENGLISH SCHOOLS FOR NATIVE GIRLS.

244. There are three Aided English schools for natives—one at Ludhiána, one at Lahore, and one at Amritsar. These institutions are intended to give a thoroughly good education chiefly to native Christians. The number of girls rose during the year from 141 to 168; and, of these, 17 are in the Upper and 151 in the Lower division. The cost of educating each scholar has fallen from Rs. 107-15 to Rs. 86-4, and the cost to Government from Rs. 12-14 to Rs. 11-13. The high rate of expenditure is due to the fact that the instruction is necessarily carried on at present chiefly by English ladies.

Statistics of Aided English Female Primary schools for natives.

245. The Aided school for native girls at Ludhiána is attended chiefly by boarders, and all except two are Christians. It was visited in November last by the Inspector, who reports that it is admirably managed by Miss West of the American Missionary Society. Owing to the accident of an Easter vacation, however, the regular examination was unavoidably postponed. This is to be regretted, more especially as the year under report was the first during which a grant has been drawn. The school contained at the close of the year 70 girls, of whom 2 were in the Upper division. The average cost of educating each child was Rs. 52, and the cost to Government Rs. 9-8.

English Female Primary school at Ludhiána.

246. The Lahore school contained 50 girls, of whom 45 were Christians. There were five girls in the Upper division. The school is reported to have made satisfactory progress. 12 girls passed the Primary school examinations, 6 by the Upper and 6 by the Lower standard. The cost of educating each child was Rs. 119-8, and the cost to Government Rs. 16-6.

English Female Primary school at Lahore.

247. The Alexandra girls' school at Amritsar contained 48 girls, all Christians. Of these, 10 were in the Upper division. The course of instruction had not, however, been made to conform to the regular standards. Throughout the school English was the medium of instruction. The Inspector recommended that more attention should be paid to the Vernacular. Attached to this school is a Middle department which contained at the close of the year 2 girls.

English Female Primary school at Amritsar.

GOVERNMENT AND AIDED SCHOOLS FOR EUROPEANS AND EURASIANS.

248. There were at the close of the year 13 schools for Europeans and Eurasians. One of these has been hitherto returned as a Government school because it was originally under the management of the Deputy Commissioner. It is supported, however, on the grant-in-aid system, and is now managed by a committee. It will in future be returned as an Aided school. The total number of girls attending these schools has risen from 532 to 553. The average number on the rolls was considerably higher, amounting to 596. The Hill schools are always much better attended during the summer months, and in the early spring the numbers are generally smaller than at other seasons. 34 girls passed the Upper and 45 the Lower Primary school examination. The cost of educating each girl was Rs. 93-13, the cost to Government was Rs. 39-11, or Rs. 31-1 if we leave out of consideration the Lawrence Memorial Asylum at Murree, where the entire cost of tuition is paid by Government.

Statistics of Primary Female schools for Europeans and Eurasians.

249. Amongst these schools are included: the station school at Delhi; the Primary departments of the Auckland House school, the Christ Church school, the Convent school, and the Mayo Industrial school at Simla; the St. James' school, the Convent school, and the Naulakha or Railway school at Lahore; the so-called Government school at Gujránwála; the Primary departments of the girls' school belonging to the Lawrence Memorial Asylum, and of the Convent schools including the boarding school for girls of a superior class, and St. Michael's school, chiefly for soldiers' children, at Murree; and a small school at Mooltan, attended chiefly by the children of Railway employés.

Names of Primary schools for Europeans and Eurasians.

250. Further information regarding these schools will be found in the Introductory Chapter, paragraphs 69 to 72, where I have given a sketch of the state of European education in the Province.

Further information regarding the Primary schools for Europeans and Eurasians is given in the Introductory Chapter.

GOVERNMENT VERNACULAR SCHOOLS FOR GIRLS.

251. The number of Government Vernacular schools has been reduced from 145 to 141, the number on the rolls has fallen from 3,857 to 3,674, and the average attendance from 2,952 to 2,747. The average cost of educating each pupil was

Statistics of Government Vernacular schools for girls.

Rs. 4-14, and the cost to Provincial Revenues 10 annas. The total cost to public funds of all kinds was Rs. 17,023. The expenditure was defrayed chiefly from District and Municipal Funds. 11 girls passed the Upper and 33 the Lower Primary school examination. In the previous year 3 were successful in the former and 26 in the latter examination.

Government Vernacular Primary Female schools in the Umballa Circle.

252. In the Umballa Circle there are 4 Government schools in the Delhi District, 3 in Gurgáon, 1 in Rohtak, 1 in Sirsa, 2 in Umballa, and 17 in Ludhiána. In the Delhi District 2 girls from Government schools passed the Upper and 3 the Lower Primary school examination; 1 girl in the Rohtak and 1 in the Umballa District passed the Lower Primary school examination; and in the Ludhiána District 3 girls were successful in the Upper and 6 in the Lower Primary school examination. The most promising schools are those in the Ludhiána District, where Mr. Wakefield, the Deputy Commissioner, is greatly interested in the progress of female education, and has enlisted the support of some of the native gentry.

Mr. Pearson's remarks on female education at Ludhiána.

253. Mr. Pearson, the Inspector of the Umballa Circle, remarks that with the exception of this district, where the customs of the people are more in accordance with those of the Punjab proper, and where the seclusion of women is less rigidly observed than in the neighbourhood of Delhi, it is difficult to persuade the people to send their girls to school, or to keep them there after infancy, whilst those who do attend are of the poorer sort, who come only for the pice or other advantages by which they are bribed. There is, no doubt, considerable truth in this view of the case, and it is certain that there is no general interest in the subject of female education. The school at Nizám-ud-dín, however, has done good work for many years past, and other Muhammadan schools have from time to time sprung into existence under the influence of native gentlemen whose relatives attended them. Many years ago, moreover, there were some very promising Hindú schools in the Gurgáon District, attended, in some cases, by the daughters of the lambardárs and chief men of villages. Some of the pupils were fifteen or sixteen years of age, and they were taught, in one case at least, by the son of the master of the boys' school, with the full approval of the parents and villagers generally. I believe, myself,

that if sufficient inducements are held out to teachers of female schools to make the profession attractive to persons possessing the necessary ability and local influence, there is no reason why female schools should not make fair progress in the Umballa Circle, especially amongst Muhammadans and the rural population generally. Whether Hindús of respectable families in large towns in this part of the Province can be induced at the present time to send their daughters to school, or if they send them, to allow them to remain long enough to derive much benefit from the instruction they receive, is, I think, very doubtful.

Vernacular Female Primary schools in the Lahore Circle.

254. In the Lahore Circle there are 42 Government schools in the Jullundur District, 5 in Kángra, 1 in Amritsar, 3 in Gurdáspur, 33 in Siálkot, 6 in Lahore, 7 in Gujránwála, and 5 in Ferozepore. From those in the Jullundur District 5 girls were successful in the Upper and 10 in the Lower Primary school examination, from Kángra 4, and from Siálkot 5 passed the Lower examination, and from Ferozepore 1 the Higher and 3 the Lower examination.

Remarks on female education in some of the districts of the Lahore Circle.

255. The best schools are in the Jullundur District, but the standard of instruction is everywhere low. Amongst a considerable part of the population, especially the older members of the native community, there is still an antipathy to female education, and, where this does not exist, the people are generally apathetic. The Inspector remarks that amongst Hindús the children are married at a very early age, and removed immediately after the ceremony; whilst both Hindú and Muhammadan girls are required at an early age to assist their mothers in the performance of numerous domestic duties, such as taking care of their younger brothers and sisters, preparing food, &c., &c. Still, on the whole Muhammadan girls, owing to the fact that they do not marry at so early an age as Hindús, are able to stay longer at school, and some of these, though their number is few, have made satisfactory progress. Despite the incapacity of the teachers, the short time girls can attend school, and their irregular attendance, the children learn in some schools at least to read and write, and the elder ones to do a little Arithmetic and to use their needle; and very proud they are, the Inspector adds, to show off their accomplishments at the time of inspection. In the Pasrúr school, Siálkot District, they work artistic patterns

on silk, wool and cotton; in Ferozepore he saw some remarkably fine real lace work formerly introduced by Mrs. Steel, and most schools encourage kashída work.

Remarks on female education generally.

256. The greatest obstacle to progress is to be found, of course, in the incapacity of the teachers. Female teachers are seldom to be had; and when men are employed, ability to teach is held to be a very secondary consideration. The salaries offered are generally small as compared with those given in boys' schools, though the cost of educating each pupil is somewhat higher, in consequence of the comparatively small numbers in attendance. If it is hoped to make a female school, in which a male teacher is employed, thoroughly successful, the salary offered must be higher than in a boys' school, as the teacher should be of equal attainments, and possess in addition certain qualifications that will enable him to gain the confidence of the parents. As I have stated, however, in the Introductory Chapter, I think that the best solution of the difficulty will be found in the general application to female schools of the system of payment by results.

Vernacular Female Primary schools in the Ráwalpindí Circle.

257. In the Ráwalpindí Circle there is only one Government school for girls. It is in the Sháhpur District and contained 13 pupils, but supplied no successful candidates for the Primary school examinations.

Vernacular Female Primary schools in the Mooltan Circle.

258. In the Mooltan Circle the Jhang District is the only one containing Government female schools. They are eight in number, with 258 girls. Very little is taught, and none of the girls have passed the Primary school examinations.

AIDED VERNACULAR SCHOOLS FOR GIRLS.

Statistics of Aided Vernacular schools for girls.

259. The number of Aided Vernacular schools for girls has risen from 159 to 164, the number of pupils on the rolls from 5,209 to 5,408, and the average attendance from 3,589 to 3,999. There were 34 girls only in the Upper division.* In the Upper Primary school examination 7 candidates were successful, and in the Lower 20. In the previous year 1 girl passed the former and 18 the latter examination.

* The returns received of Bedí Khem Singh's schools show 133 girls in the Upper division, but the Inspector reports that they do not really come up to the standard of the Lower Primary school examination.

260. The expenditure has risen from Rs. 51,922 to Rs. 55,473. The contributions from various sources included Rs. 16,213 from Provincial Revenues, Rs. 1,237 from District Funds, Rs. 576 from the proceeds of endowments, Rs. 94 from fees, Rs. 3,452 from Municipal Funds, and Rs. 33,901 from other sources. There has been an increase of Rs. 1,000 under the head of Provincial Revenues and of Rs. 2,676 in the amount expended from "other sources." The average cost of educating each scholar was Rs. 10-3, the cost to Provincial Revenues Rs. 3, and to public funds of all kinds Rs. 3-10.

Expenditure on Aided Vernacular Female Primary schools.

261. These schools comprise sets of zanána classes, Mission schools in large towns, schools at Lahore and Amritsar under committees composed chiefly of native gentlemen, and Bedí Khem Singh's schools in the Ráwalpindí and Jhelum Districts.

Kinds of Aided Vernacular Female schools.

262. The zanána classes that receive grants-in-aid are all in the Umballa Circle. They are maintained by the Baptist Mission in the city of Delhi, and by the S. P. G. Mission in Delhi, Rewári and Karnál. The zanána classes maintained by the Baptist Mission contain 269 pupils. In those belonging to the S. P. G. Mission there were 153 pupils in Delhi, 67 in Rewári, and 60 in Karnál.

Vernacular Female schools in the Umballa Circle.

263. The Inspector remarks that the Missionaries regard zanána instruction as the most important and hopeful branch of their work in this department, though the results do not appear in the examination list. From the reports of some of the ladies engaged in the work, it would appear that a fair proportion of their pupils are making progress in elementary reading and writing; but as they rarely study in the absence of the lady visitor, there is little time for anything else. It is evident that under a system where the instructor goes from house to house visiting a large number of pupils, it is impossible to teach much, and there can be little doubt that the number of the inmates of the zanánas who learn to read a printed book at sight or to write a letter is very small. Zanána teaching seems, however, to be popular; and many households receive the visits of the zanána teachers with much pleasure. Such visits must exercise a beneficial and civilizing

Remarks on zanána work.

effect, though the amount of actual knowledge acquired by the pupils may be small. As I have stated in the Introductory Chapter, the instruction imparted by the lady visitors would probably be supplemented in other ways under the proposed system of payment by results.

Mission schools for girls.

264. Besides the zanána classes there is a Baptist Mission school containing 50 pupils, of whom 9 are native Christians, and there are 4 schools belonging to the S. P. G. Mission with 172 pupils in the city of Delhi. There are also 2 very small schools maintained by the Kotgarh Mission in the Simla District. There are no other Aided Primary Vernacular schools for girls in the Umballa Circle. None of the girls attending the Aided schools of this Circle passed the Upper or Lower Primary school examination.

Aided Vernacular Female Primary schools in the Lahore Circle.

265. Of the Aided schools in the Lahore Circle, 57 containing 1,583 pupils are in Amritsar; 29 with 809 pupils in Lahore; 11 with 333 pupils in Gujránwála; 1 containing 72 pupils is in Hoshiárpur; and 1 with 35 pupils at Kángra.

Female schools in Amritsar.

266. In Amritsar there are 35 schools managed by a committee under the supervision of Mrs. Rodgers, the Lady Superintendent of the female Normal school. They contain 1,009 girls, all entered in the Lower division, who learn reading and writing in the Persian, Nágrí and Gurmukhí characters, a little Arithmetic and Geography, and needle-work. The committee show considerable interest in these schools, which appear from their reports to be doing useful work. The average attendance is very low in proportion to the number on the rolls, amounting to 659 only. All the schools except two have been provided with female teachers trained in the Normal school. They contain 112 Hindús, 307 Muhammadans and 590 Sikhs. The large preponderance of Sikhs is remarkable. The most promising girls are sent to the Normal school on scholarships of Rs. 3 per mensem. It is to be hoped that these schools will soon be thrown open by the committee to the visits of the Inspector.

There are 22 Mission schools in Amritsar, attended by 574 girls; of these, 17 are in the Upper division. 8 were successful in the Lower Primary school examination. 43 are native Christians who attend a boarding school

of the remainder, 156 are Hindús, 191 Sikhs and 184 Muhammadans. The Inspector considers that the schools are doing useful work, and he makes special mention of the bright and eager faces of the children, who were most anxious to show their acquirements at the time of his last examination.

Female schools in Lahore.

267. In Lahore there are 9 city schools under the Sikshá Sabhá, or Female school committee. They are not well managed, and the committee do not show the same interest in their progress that is evinced by the Amritsar committee for the schools in that city. There is no arrangement for drafting the more advanced girls into the Normal school, like that which prevails at Amritsar.

There are also 20 Mission schools, of which 5 are maintained by the Indian Female Normal School Society, and 15 by the American Presbyterian Mission. At the close of the year none of these schools contained any girls in the Upper division. 3 pupils of the schools of the former Society, however, were successful in the Upper Primary and 10 in the Lower Primary school examination.

Female schools in Gujránwála, Jullundur, Hoshiárpur and Kángra.

268. The 11 schools in Gujránwála belong to the American Presbyterian Mission. The 333 girls attending them are in the Lower division. The Jullundur schools are under the management of the American Presbyterian Mission. Of the 70 girls attending them 4 are in the Upper division. 4 passed the Upper and 2 the Lower Primary school examination. The 72 girls in the Hoshiárpur Mission school are all in the Lower division, and none of them passed the Primary school examination. At Kángra 4 girls passed the Lower Primary school examination, but there were none in the Upper division at the close of the year.

Aided Vernacular Female Primary schools in the Ráwalpindí Circle.

269. In the Ráwalpindí Circle there are 25 schools in the Ráwalpindí District, and 12 in the Jhelum District, which are maintained under the influence of Bedí Khem Singh, 5 in the Ráwalpindí District under the American Presbyterian Mission, and 2 at Pesháwar under the Church Missionary Society.

Bedí Khem Singh's female schools.

270. Bedí Khem Singh's schools may be described as indigenous schools under native management maintained almost entirely from the public revenues. The teachers used to be very

irregularly paid; but improvement has been effected in this respect of late years. The expenditure was supposed to be met, to some extent, from private sources; but the private income seems to have been little more than nominal. On the present occasion no such expenditure has been entered in the case of Jhelum; but Rs. 25 per mensem are shown in the Ráwalpindí District as the estimated value of presents in kind said to be made to the teachers. Formerly Rs. 116 per mensem were entered in the returns on this account. The children learn religious exercises, and a pretence is made of teaching them to read and to write; but very little real instruction is given. The present arrangements are, in my opinion, most unsatisfactory. The remedy lies in the introduction of the system of payment by results. This must be done with care and judgment, as an abrupt withdrawal of the present grant might prevent the possibility of turning the schools to any good purpose hereafter.

Aided Vernacular Female Primary schools in the Mooltan Circle.

271. The only Female Aided schools in the Mooltan Circle are in Mooltan. They are 6 in number. The average number on the rolls was 216, but there was a sudden falling-off in consequence of the conversion of one of the children, and the schools contained at the end of the year 54 pupils only. There were no girls in the Upper division, and none were presented for examination by the Lower Primary school standard.

Grants-in-aid to Vernacular Female schools liberal.

272. The grants-in-aid allowed to Vernacular schools for girls are very liberal on the whole, and the cost to public funds of educating each child amounts, on an average, to over three-fourths of that incurred in Government schools. The grants are, however, somewhat unequally distributed. In some cases they are small in comparison with the number of girls; in others the cost to the public funds of educating each scholar is considerably in excess of Rs. 4-11, the average in Government schools. This rate is exceeded in the zanána classes, and the schools maintained by the S. P. G. Mission in Delhi and neighbouring stations; in the Mission schools at Kotgarh, Jullundur, Kángra, Ráwalpindí and Pesháwar; in the Christian girls' school at Amritsar, and in the Female Primary schools under native committees in Lahore and Amritsar.

CHAPTER VI.

SCHOOLS FOR SPECIAL AND TECHNICAL INSTRUCTION.

MAYO SCHOOL OF INDUSTRIAL ART, LAHORE.

Statistics.

273. There were 55 students on the rolls at the end of the year, or 12 more than at the close of the previous year. The average number on the rolls was 49, and the average attendance 40. The school contains 2 native Christians, 15 Hindús, 26 Muhammadans and 12 Sikhs. The expenditure amounted to Rs. 12,599, paid entirely from Provincial Revenues. The cost of educating each pupil was Rs. 257-2, against Rs. 286-6 in the previous year.

Subjects taught in the school.

274. All the students on the rolls are taught drawing, 50 learn geometry, 13 carpentry, 5 moulding, 4 wood engraving, 7 lithography, 10 gesso work, and 15 decoration.

Reasons that deter some of the students from joining the school.

275. The Principal again refers to some of the difficulties against which he has to contend in consequence of want of enthusiasm in some of the pupils, and of the faculty of steady application in others. The most successful are those who have some hereditary interest in technical pursuits, but these youths are generally wanting in general knowledge and cultivation, and are often characterized by a low standard of physical health. It is believed that the comparatively low social level of the majority of the boys deters those of higher standing from joining the school, and when youths of some education are attracted by the hope of obtaining a stipend or by mere curiosity, they are disappointed to find that, in the absence of special aptitude for the work, the knowledge they have acquired at school and their superior position in native society are of no advantage to them.

Improvement in the general tone and spirit of the school.

276. On the whole, however, the Principal is able to report that there has been an improvement in the general tone and spirit of the school, and this he attributes, to some extent, to the convenient and well-lighted rooms of the new building in which the school is now located.

277. In October last circulars were addressed to Deputy Commissioners suggesting that promising youths engaged in local industries should be sent to the school on subsistence allowance. By the close of the year Kasúr, Jhang, Gujrát, Hoshiárpur, and the Nábha State had each contributed one or two students, and more were expected from other parts of the Province. The two youths from Kasúr are now learning carpet designing, after having passed through a preliminary course in free-hand drawing, and they will, no doubt, be most useful in the Industrial school at Kasúr when they return to that town.

Youths sent in from other places on subsistence allowance.

278. Amongst the works of the year were—the address of the Lahore Municipality to the Viceroy, gilded and illuminated in the Persian style and enclosed in an ornamental portfolio, a canopy or baldaquin in crimson velvet surmounted by a medallion of Her Majesty, dado of plaster-work with ornaments in relief, tiles and plaster moulds, wall decoration in simple distemper coloring and stencilling, designs of various kinds for mantelpieces, for church decoration, for diplomas and for advertisements, a badge or shield modelled for the Punjab Northern (State) Railway, and casts of the sculptures in the Lahore Museum which were made for the Museums at Jaipur, Calcutta and Edinburgh.

Some of the works of the year.

279. In accordance with a plan originated by Mr. Buck, Secretary to Government in the Department of Revenue and Agriculture, it has been arranged to issue periodically illustrated papers on Indian Art, and ten large pen drawings have been made for the first paper, and will be reproduced in photo-lithography by the photographer to the Science and Art Department.

Issue of illustrated papers periodically.

280. On his visit to the Jaipur Exhibition to act as Chairman of the Committee of Jurors, Mr. Kipling took with him a few of his students. They derived much benefit from the visit, and were permitted to make numerous drawings of architectural and decoration details in the old palace at Amber. These will be made use of in the illustrated papers on Indian Art above referred to.

Benefit derived from the visit to the Jaipur Exhibition.

281. About thirty drawings were supplied to Mr. Purdon Clarke, C.I.E., of the India Museum, South Kensington, and formed part of the illustrations to a lecture on Indian domestic architecture deliyered by that gentleman at the Society

Drawings supplied to the India Museum, South Kensington.

of Arts. The drawings are highly spoken of, and will be added to the India Museum collections.

Large drawing of Wazír Khán's mosque.

282. A large drawing of a portion of the *fresco* decoration of Wazír Khán's mosque, executed by the students, has been reproduced on a small scale in *fac-simile* by the publishers of the portfolios of the Art of various countries published under the auspices of the Science and Art Department.

Appreciation of artists, &c, has given the students faith in the notions on which the school is based.

283. The cordial appreciation of artists and students of Eastern art has tended more than anything else, in Mr. Kipling's opinion, to give the students faith in the notions on which the school is based, which he defines to be briefly, that the indigenous styles of art are capable of indefinite development, and that the first thing to study is the actual work of the country, which alone can give a rational point of departure for variety of design and improvement of *technique*.

Prizes gained by students of the school.

284. At the Simla Art Exhibition the Patiála prize was awarded to one of the students for a water-color picture of the front of Wazír Khán's mosque; a picture of the corner of the same building was exhibited by another student; and both pictures were sold. A third student obtained a premium of Rs. 50 for a design for a reading-room and library at Dera Isma'íl Khán; and a bronze medal and a small money prize were awarded to a fourth at the Jaipur Exhibition.

Ladies' class.

285. Seven English ladies attended the school during the cold season.

Extracts from Principal's report printed in Appendix.

286. As directed in Government Order No. 71, dated 9th March 1882, portions of the Principal's report are printed as an Appendix to my report.

MEDICAL SCHOOL.

Statistics

287. The Medical school contained 152 scholars at the close of the year under report, against 138 at the end of the previous year; of these, 74 attended the English and 78 the Vernacular

department. The average number on the rolls was 155, against 140 in the previous year. The daily attendance has risen from 126 to 143 ; of the students in attendance 2 were Europeans or Eurasians, 6 native Christians, 84 Hindús, 47 Muhammadans and 13 Sikhs.

Expenditure and cost of educating each scholar.

288. The total expenditure amounted to Rs 59,074, or nearly the same as in the previous year. Of this amount, Rs. 55,700 were paid from Provincial Revenues, Rs. 2,458 from Municipal Funds, and Rs. 916 from other sources. The total cost of educating each pupil was Rs. 381-2, and the cost to Government Rs. 358-11, against Rs. 421-13 and Rs. 396-7 in the previous year.

Results of examinations.

289. The English class supplied 12 candidates for the junior examination in Medicine, of whom 10 passed ; and 8 for the final examination, of whom 4 were successful. In the previous year the number of candidates for the junior examination and the number who passed were the same as in the year under report, and in the final examination 4 passed out of 7. The Hindustání class supplied 20 candidates for the examination prescribed for the rank of hospital assistants and native doctors, out of whom 15 were successful. In the previous year 18 candidates appeared at this examination, of whom 10 passed.

NORMAL SCHOOLS FOR MASTERS.

Normal schools.

290. There are three Government Normal schools for the training of vernacular teachers of Primary schools, located at Delhi, Lahore and Ráwalpindí ; and there is an Aided Normal school at Amritsar.

GOVERNMENT NORMAL SCHOOLS.

Statistics and expenditure—Government Normal schools.

291. The Government schools contained at the end of the year 161 students against 189 at the close of the previous year. The average number on the rolls was 156, and the average attendance 140. The total expenditure amounted to Rs. 12,054, of which Rs. 3,132 were charged to Provincial Revenues and Rs. 8,922 to District Funds. The total cost of educating each student was Rs. 77-4, and the cost to Provincial Revenues Rs. 20-1.

Old grades of certificates.

292. Hitherto certificates of four grades have been awarded to vernacular students, the first and second qualifying for employment in Secondary schools, the third and fourth for employment in Primary schools. Formerly all vernacular students were trained in Normal schools, but the higher class in which the stud..... are prepared for employment in Secondary schools is now attached to the Central Training College.

Result of examination.

293. At the examinations held in the early part of the official year 9 certificates of the third grade and 89 of the fourth grade were awarded. These results were stated in my last report. The last examinations were held in July 1883, and the results are not yet known.

Standard of examination.

294. It has been the practice hitherto to require students to obtain 50 per cent. of the maximum marks in each subject in order to obtain a certificate of the fourth grade. This standard has been found in practice to be too high, and to exclude some men of fair attainments who are capable of making good teachers. It has therefore been necessary to issue supplementary certificates in special cases to men who have failed by a few marks only and have been specially recommended by Inspectors; but this is not a very satisfactory arrangement. It has been decided accordingly to require in future 40 per cent. in each subject and 50 per cent. in the aggregate.

Management of Delhi and Rawalpindí Normal schools.

295. The Delhi and Ráwalpindí Normal schools are under the management of the Inspectors of the Circles in which they are situated, and the Normal school at Lahore is under the Principal of the Central Training College. It will be desirable, when the proposals now under consideration regarding a revised course of instruction and revised schemes of examination come into force, to place the Delhi and Ráwalpindí schools also under the management of the latter officer.

Delhi Normal school.

296. At the close of the year the Delhi Normal school contained 59 students. Of these, 37 were Hindús, 20 Muhammadans and 2 Sikhs. 4 students passed the examination in the third grade, and 31 in the fourth grade, and 4 more who failed by a few marks were allowed certificates after a further report regarding their work and

qualifications. Of these, 7 joined the Training College, 2 obtained appointments at Port Blair, and the remainder were employed in the Circle on salaries varying from Rs. 8 to Rs. 15.

Model school attached to the Delhi Normal school.

297. A model school of the Lower Primary grade is attached to the Normal school. It contained at the close of the year 38 pupils, and the average attendance was 27. It is to be regretted that this school is not more popular, but the neighbourhood is inhabited by Muhammadans of the poorer class who attend mosques for such elementary education as they require, and Chumárs who are kept away by reason of their caste and hereditary disregard of learning. The teaching is carried on by 15 students daily, each of whom teaches one of the three classes for one hour in the same subject for a week under the supervision of a master of the Normal school. It is probable that this system, and the constant change of teachers that it involves, may have something to do with the small attendance. An attempt is made to widen the range of the boys' attainments by means of object lessons, and "criticism lessons" similar in character to those described in the case of the Central Training College, are given.

Trained men more suited as Assistants in the first instance

298. The men trained in the Normal school derive considerable benefit from the course of instruction, and are generally in request. They cannot, however, always hold their own when placed in sole charge in a strange village, and the Inspector considers it desirable in the first instance to employ them, when practicable, as Assistants in Middle schools, or to send them to villages where they are known.

Lahore Normal school

299. The Lahore school contained at the close of the year 77 students, of whom 41 were Hindús, 29 Muhammadans and 7 Sikhs. This is considerably less than the full sanctioned number, which is 100; and complaints are made of delay on the part of District officers in sending students to join at the beginning of the term, and of their failure to send the proper number. At the examination held in the early part of the year, 2 certificates of the third grade and 38 of the fourth were awarded, and 14 others were given afterwards on special recommendation to students who failed by a few marks and were favorably reported on.

Changes in the staff of teachers

300. During the session an entire change of the subordinate staff has been made. The former teachers were deserving men, but of the old school, and hardly suited for modern requirements. They have been provided for elsewhere, and it is hoped that decided improvement will follow the introduction of a new element.

Establishment of a Model school in connection with the Lahore Normal school.

301. It has been desired for many years to open a Model school in connection with the Normal school at Lahore, but this was not feasible whilst the latter was located in the buildings at the Hazúrí Bágh. Criticism lessons have been given, however, in the same manner as in the Central Training College. For some time past the Normal school has been held in a building known as the Tosha Khána, and certain repairs and alterations having been completed, a Model school was opened shortly before the close of the year. It contains at present the three Lower Primary classes only. 48 boys were drafted from the Lower Primary department of the District school to form a 2nd and 3rd class, leaving the 1st class to be filled up by boys from the neighbourhood. As in the case of the Model school attached to the Central Training College, the scheme seemed in danger of falling through, chiefly from the fear of the parents that the pupils could not be efficiently taught by students changing continually, and 22 boys returned to the District school. Gradually, however, this feeling abated, and the numbers rose to 61.

The 3rd or highest class is taught partly by one of the Normal school staff and partly by students who act in rotation for a week at a time. The 1st and 2nd classes are taught almost entirely by students. The Superintendent of the Model school who has himself passed through the Training College, and who showed considerable ability whilst in charge of the Primary department and branches of the Delhi District school, supervises the teaching of the students, and occasionally takes a class himself. He holds an examination at the end of every week, and enters the result in a book, which thus indicates the work of each student and the progress of the school.

The system resembles that pursued at Delhi, but the arrangements seem more thorough. The constant change of teachers, however, is found to interfere with progress and discipline. The Principal of the Central Training College

recommends the organization of a full Primary school with a complete staff of trained teachers. Probably this would be the best arrangement for all the Normal schools. The students would of course visit the classes at stated intervals, and arrangements would be made for criticism lessons. The increase of the staff would involve, no doubt, some additional expense, but it would not amount to much.

Ráwalpindí Normal school.

302. The Ráwalpindí Normal school contained at the close of the year 25 students, and there was an average attendance of 23. Of the students on the rolls at the close of the year, 11 were Hindús, 9 Muhammadans and 5 Sikhs. Several districts have failed to supply the full number of candidates for whom scholarships are sanctioned. At the examination held in the early part of the year, 2 certificates of the third grade and 20 of the second were awarded, besides 2 which were subsequently conferred on men specially recommended.

Establishment of a Model school in connection with the Ráwalpindí Normal school.

303. The building does not afford much accommodation, and previous to the transfer of the higher class to the Central Training College, it was not practicable to maintain a Model school. This measure, however, has rendered some additional space available, and on my visit to the institution in October last, I arranged for the establishment of a Model school containing the three lower Primary classes. At the close of the year there were 48 boys on the rolls. Instruction is given by the students of the Normal school under the supervision of one of the teachers of that institution.

AIDED NORMAL SCHOOLS.

Statistics of C. V. E Society's Aided Normal school at Amritsar.

304. There were 36 students on the rolls of the Normal school at Amritsar, which is maintained by the Christian Vernacular Education Society, at the close of the year under report, or 5 more than at the end of the previous year. Of these, 6 were native Christians, 16 Hindús, 8 Muhammadans and 6 Sikhs. The total expenditure amounted to Rs. 6,307, of which Rs. 2,700 were contributed from Provincial Revenues, Rs. 90 from fees, and Rs. 6,307 from other sources. The total cost of educating each student was Rs. 259-15, and the cost to Provincial Revenues Rs. 77-2.

Notice of the work and curriculum followed in the institution.

305. Mr. Rodgers, the able Principal, resumed charge of this institution after his return from England during the year under report. It contains 4 classes, each with a six months' course. The curriculum embraces all the compulsory subjects prescribed for the Middle school examination in the Vernacular, together with Elementary Science, free-hand drawing, school management, religious instruction, and English, the latter being an optional subject. The students go by rotation for a week at a time to the Model school for practice in teaching. The Inspector who visited the school in May last expresses a very high opinion as to its efficient condition. He has met many of the teachers who have been trained in this excellent institution and are now employed in Government and Mission schools, and he considers that they are, as a rule, in no way inferior to men of the same class who have attended the Government Normal schools. He expresses a wish that Managers of Mission schools would avail themselves more largely of passed pupils from this school, and employ in their Primary departments no teachers who have not been trained under Mr. Rodgers. The introduction of a system of payment by results, together with special allowances towards the salaries of certificated teachers, will, no doubt, cause the extensive employment in Mission schools of men who have been trained in this institution.

Scheme for the award of certificates.

306. I have already referred in the Introductory Chapter to the scheme for the award of certificates that was drawn up by Messrs. Dick and Rodgers in consultation with myself, and is now before Government.

AIDED SCHOOLS FOR MISTRESSES.

Normal schools for Mistresses.

307. There are four Normal schools for Mistresses, the same number that existed at the close of the previous year. Of these, three are for natives and one for Europeans, and they are all Aided institutions.

AIDED SCHOOLS FOR NATIVES.

Delhi Aided Normal school for Mistresses.

308. The Normal school for natives at Delhi is maintained by the S. P. G. Mission. It contained at the close of the year 11 pupils, of whom 10 were native Christians and 1 was a Hindú girl. It is now called the Christian Normal school, and takes the

place of the Hindú and Muhammadan Normal school which had been carried on with indifferent success for several years. The grant was at the same time reduced from Rs. 150 to Rs. 40 per mensem, and the savings were devoted to other female institutions under the same Society. The grant was drawn at the old rate during the first part of the year before the change had been carried into effect. The students consist chiefly of young women from the Orphanage of the Society. The Inspector states that they have made as yet little progress, and that the standard must be low for some years; but it would be premature to express dissatisfaction with the results.

Amritsar Aided Normal school for Mistresses.

309. The Aided school at Amritsar is under the management of the Sikshá Sabhá, or Female school committee. It contained at the close of the year 32 pupils, of whom 12 were in the Urdú, 14 in the Hindí and 10 in the Gurmukhí department. The average number on the rolls also was 32, but the average attendance was 23 only. The expenditure amounted to Rs. 4,801, and was paid entirely from Provincial Revenues. The cost of educating each pupil was Rs. 150. The school is recruited by means of drafts from the city Primary schools maintained by the committee, which are under the supervision of the Lady Superintendent of the Normal school. Girls who join the latter institution after passing an examination are allowed scholarships of Rs. 3 per mensem. This institution has not yet been thrown open to the visits of the Inspector. It is reported that 11 students—4 Muhammadans and 7 Hindús—were successful in a final examination conducted by members of the committee. 11 Muhammadan and 19 Hindú female teachers, educated in the Normal school, are employed in the city Primary schools, where 2 male teachers only now remain.

Disinclination of women trained in Normal schools to take employment in other stations.

310. The Inspector requested the Lady Superintendent to supply him with a few female teachers for the Siálkot and Jullundur Districts, but none were forthcoming. It is, he observes, the weak point of all the Normal schools that notwithstanding the large expenditure incurred on them, teachers are rarely available for employment beyond the towns in which they are brought up; and he expresses a doubt whether this state of things can be altered unless the students are bound down to proceed after the completion of their course to any post that may be offered to them under the penalty of refunding their scholarships. I fear, however,

that such a condition would deter students from entering the Normal schools unless the stipends were considerably increased and there were prospects of obtaining subsequent employment on much higher salaries than are at present available.

Normal classes in connection with Lady Lawrence girls' schools at Amritsar.

311. Normal classes are maintained in connection with the Lady Lawrence schools at Amritsar. There were 7 girls in the Hindí and Gurmukhí and 9 in the Urdú department at the time of the Inspector's visit. Reading and writing are well taught, and the most advanced students in the Hindí department were learning fractions. In the Urdú department none had advanced beyond compound multiplication. Five students passed the Lower Primary school examination.

Lahore Aided Normal school for Mistresses.

312. The Aided Normal school at Lahore, like that at Amritsar, is under the management of the Sikshá Sabhá, or Female school committee, and is presided over by an English lady as Superintendent. It contained at the close of the year 65 pupils. The average number on the rolls was 73, and the average attendance 61. The expenditure amounted to Rs. 5,501, paid entirely from Provincial Revenues, and the average cost of educating each scholar to Rs. 75-6.

Number of pupils in the different departments.

313. At the time of the Inspector's visit there were 15 students in the Urdú, 15 in the Hindí and 20 in the Gurmukhí department. Of these, however, 31 only were present. To each department a number of girl pupils was attached who served as a practising class. These pupils are drafted into the regular classes of the Normal school as soon as they acquire some proficiency in reading and writing. The Primary schools under the Sikshá Sabhá are few in number, and the plan adopted in Amritsar of sending the most promising pupils to the Normal school is not followed at Lahore. Hence there is a very narrow field for selection.

Improvement in the school.

314. The Normal school has much improved during the year. Most of the old and useless women who were still included amongst the stipendiary students have been discharged. Several women who had been for a long time in the school were about to join Dr. Brown's female hospital, one as a matron, the others as pupils.

315. The Inspector reports that reading and handwriting have received proper attention, that there has been some improvement in Geography, that Arithmetic has been taught nearly to the Upper Primary school standard, and that very fair progress has been made in this subject. One woman passed the Upper and 10 the Lower Primary school examination. On the whole, the Inspector considers that the Lady Superintendent is to be congratulated on the results of last year's work, and he observes that the external management and the general aspect of the school maintain their former reputation for excellence.

Attention paid to reading and handwriting.

316. The city Primary schools, as I have already stated, do not supply students to the Normal school, nor have women taught in the Normal school been placed in charge of the Primary schools as has been done in Amritsar.

No students supplied by the Lahore and city Female schools to the Normal school.

AIDED EUROPEAN SCHOOL.

317. This institution is under the S. P. G. Mission at Delhi. Its object is to train teachers for zanána work. It contained at the close of the year 2 students, and the average number on the rolls was 3. The expenditure amounted to Rs. 1,774, made up of Rs 360 from Provincial Revenues, Rs. 180 from fees, and Rs. 1,234 from other sources. The total cost of educating each pupil was Rs. 591-5, and the cost to Government Rs. 120. Two of the students passed a satisfactory examination in November last, and are now employed as teachers.

Delhi Aided European Training school.

INDUSTRIAL SCHOOLS.

318. The Industrial schools are four in number, and include an Aided school for women at Delhi, two Government schools for males at Hoshiárpur and at Kasúr, and an Aided school for males at Lahore.

Industrial schools.

319. The Delhi school is maintained by the S. P. G. Mission. It contained at the close of the year 24 pupils, all Hindús. The average number on the rolls was 25, and the average attendance 22. The expenditure amounted to Rs. 597,

Notice of Delhi Aided Industrial school for women.

of which Rs. 180 were paid from Provincial Revenues. The cost of instructing each woman was Rs. 23-14, and the cost to Government Rs. 7-3.

Instruction is given in lace-making and other kinds of work, which is sold at bazárs or as opportunity offers to the friends of the Mission. The sales usually cover the cost of production. The women receive Re. 1 per mensem. While they are at work one of the Mission ladies reads good books to them. The Inspector remarks that this institution can hardly be considered an educational agency.

Notice of an Industrial school at Hoshiárpur for males.

320. The Industrial school at Hoshiárpur contained at the close of the year 32 pupils, of whom 29 were Muhammadans. The Deputy Commissioner reports that the object with which the school was established was to provide a new career for the sons of zamíndárs and other respectable persons, and thus to relieve the overcrowding from which existing callings suffer. At first, instruction was given in the manufacture of carpets and daris, in fancy cotton weaving, and in tinsel braid making; and a small sum was set apart in order to teach needle-work to girls. After a short time, however, instruction in all these industries, except carpet-making, was given up, either because they were unremunerative or because they could be easily carried on elsewhere. The school is now simply a carpet manufactory where the boys learn reading and writing for an hour daily. It is carried on under a committee of management representing the District and Municipal Committees, and having the funds of these Committees to fall back on in case of need.

The capital required to carry on the work was supplied by the Municipal and District Committees. During 1877-78, 1878-79 and 1879-80 the former contributed Rs. 1,537 and the latter Rs. 2,620, so that the total contributions amounted to Rs. 4,157. Since then no assistance has been required, and the annual receipts have exceeded the expenditure. Up to the end of 1881-82 the total expenditure amounted to Rs. 9,578 and exceeded the receipts by Rs. 2,012. Against this, however, must be set the value of the stock in hand.

The school now brings in a fair profit, the carpets made in it have been much admired, and there is said to be little doubt that the business might be extended considerably. The orders received are more than can be executed, and two firms have expressed their desire to buy all the carpets that can be made.

The Deputy Commissioner observes, however, that it is impossible to enter into any contracts, as there is no one who could be held responsible for their fulfilment. The Deputy Commissioner would decline to become so personally, the Government would decline to become surety for him in his official capacity, and he doubts whether the Committees are legally capable of undertaking this responsibility. On the whole, the Deputy Commissioner thinks that the best plan would be to allow the business to be purchased by a private firm, and he believes that if tenders were invited there would be no difficulty in finding a purchaser.

The hope that boys of respectable families would be attracted to the school has not been realized. The scholars or apprentices belong to the poorest families, the majority came from the poor-house and are attracted by wages of from 8 annas to 4 rupees per mensem, which are given under the name of scholarships. As a rule, the boys leave the school as soon as they can obtain lucrative employment elsewhere, and the Deputy Commissioner states that he can find no instance of their entering any trade in which the instruction they have received in the school can be of much practical use to them.

The Deputy Commissioner considers that unless some means can be devised for starting the boys in trades of their own, the school fails in its main object. The Committee are of opinion that a private workshop might be started by four workmen, and that it would cost Rs. 200 to provide them with stock in trade. The Deputy Commissioner remarks, however, that it would be very hazardous for the Committee to make such advances, and he doubts whether the Acts under which they are constituted would admit of their doing so. He suggested that it might be possible to remunerate both teachers and apprentices, partly in cash and partly by means of deferred pay, so that after working some time in the school they might earn a capital that would enable them to start business on their own account; but the Committee consider this impracticable. If the deferred pay were deducted from the present allowances, both teachers and apprentices would leave the school; if it were added to the present scale of remuneration, this would be equivalent to making them a present of the capital required to start them in life.

It is somewhat doubtful how the expenditure on an institution of this kind should be shown. In the returns for 1881-82, received from the Deputy

Commissioner's office, the cost of materials was entered. In those for the year under report this item has been excluded, and the wages of the teachers only by whom the scholars or apprentices are instructed, have been shown. The total amount thus expended was Rs. 310, which is entered under the head of "other sources," and the cost of instructing each pupil is shown as Rs. 9-11. In point of fact no actual expenditure on instruction was incurred, as the teachers were paid out of the profits realized during the year.

Notice of an Industrial school at Kasúr for males.

321. The Inspector reports that in the school at Kasúr instruction is given in carpentry, in turning, in weaving in various forms, in saddlery, and in tailoring. The school contained at the close of the year 34 pupils, of whom 33 were Muhammadans: the average number on the rolls was 45, and the average attendance 43. The total expenditure amounted to Rs. 1,044, of which Rs. 384 were paid from District Funds and Rs. 660 from Municipal Funds. From this it would appear that the total cost of educating each pupil was Rs. 23-3, but it has not been clearly explained how the money was spent. The younger pupils in this school are taught to read and to write. As I have already stated, 2 youths from Kasúr attend the Mayo school of Industrial Art and are now learning to design carpets, &c. On their return, their services will, no doubt, be valuable in the Kasúr school.

Notice of Agri-Horticultural Society's school at Lahore.

322. The Aided school at Lahore belongs to the Agri-Horticultural Society, and is intended to train gardeners. It contained 12 scholars, who were taught gardening together with a little English and Urdú. The expenditure amounted to Rs. 240, of which one-half was paid from Provincial Revenues, and the cost of educating each pupil was Rs. 17-2.

The Inspector remarks that though these three schools are to some extent outside the sphere of the Education Department, there can be no doubt of the benefit to the country at large that must result from improved skill in any industry. Apart from this general aspect of the case, he fears that the aim of the Industrial schools at Hoshiárpur and Kasúr is too much directed to supplying the requirements of Europeans, which are subject to fluctuation arising from prevalent fashion and individual caprice. He thinks that it would doubtless add to their value if greater attention were paid to purely native demands so as to raise the native taste, and, if they were also made, the means of teaching the use of improved instruments by which a more finished article might be turned out in a shorter time.

CHAPTER VII.

SCHOLARSHIPS.

Award of College scholarships how regulated.

323. Scholarships tenable in Government and Aided Colleges and paid from Provincial Revenues are now awarded annually to one-fourth of the total number of students who are successful in the Entrance and Intermediate examinations of the Punjab University. The average value of such scholarships is Rs. 12 per mensem in the case of students who have passed the Entrance examination, and Rs. 29 per mensem in the case of those who have passed the Intermediate examination.

Scholarships of smaller value tenable in Government and Aided Colleges are awarded by the Punjab University.

Award of scholarships in High schools.

324. Scholarships of Rs. 5 per mensem, or in certain cases of Rs. 4 per mensem, tenable in Government and Aided High schools and paid from Provincial Revenues are awarded by competition to candidates successful in the Middle school examination. An annual assignment of Rs. 18,000 is provided in the budget for this purpose.

Award of scholarships from Local Funds in Middle and High schools.

325. Scholarships not exceeding Rs. 3 per mensem and tenable in Middle schools are awarded by District and Municipal Committees to promising boys who have passed the Upper Primary school examination. Such of the students as pass the Middle school examination and fail to obtain Government scholarships are eligible for a District or Municipal scholarship not exceeding Rs. 4 per mensem tenable in High schools.

Revised scheme for scholarships.

326. As I have stated in the Introductory Chapter, a revised scheme for the award of scholarships has been drawn up by a Sub-Committee of the Syndicate of the Punjab University, and approved by that Body.

Number of College scholarships awarded.

327. Five Government scholarships were gained by students of the Lahore Government College who passed the Intermediate examination in Arts of the Punjab University held in May 1882. A scholarship was awarded also as a special case to a student of St. Stephen's Mission College at Delhi, who passed the F. A. examination of the Calcutta University held in November last. Fifteen scholarships (13 to English and 2 to Vernacular students) were awarded to students who passed the Entrance examination of the Punjab University held in May 1882. All were gained by students of District schools.

Scholarships in High schools.

328. One hundred and eighty-seven scholarships were awarded to students who were successful in the Middle school examination held in April 1882. Of these, 77 were gained by students of Government schools and 15 by students of Aided schools who passed in English, and 95 by students of Government schools who passed the Vernacular examination.

These scholarships are tenable for two years in the case of students who pass in English. Vernacular students have the option of holding a scholarship of Rs. 5 per mensem tenable for two years in a Vernacular High school or department, or a scholarship of Rs. 4 per mensem tenable for three years in an English High school where special arrangements can be made for their instruction. The great majority of students prefer the latter kind of scholarship; though some who are entirely dependent on their scholarships find Rs. 4 per mensem insufficient for their maintenance, and the payment of boarding and tuitional fees, the cost of books, &c. In framing the new scheme it was thought desirable to allow scholarships of the same monthly value, in both cases, so that every student might be able to choose freely the course of study most agreeable to him. It is probable that when this arrangement comes into force they will all learn English.

Expenditure on College scholarships.

329. The expenditure on scholarships in the Lahore Government College during the year under report amounted to Rs. 12,261, of which Rs. 6,970 were paid directly from Provincial Revenues, Rs. 423 were paid from the proceeds of endowments, Rs. 82 were paid from Municipal Funds, and Rs. 4,786 were contributed by the Punjab University.

330. In Government English schools for the Secondary education of boys Rs. 29,790 were expended. Of this amount Rs. 14,268 were paid from Provincial Revenues, Rs. 11,545 from District Funds, Rs. 918 from the proceeds of endowments, Rs. 2,741 from Municipal Funds, and Rs. 318 from other sources. In Primary English schools Rs. 4,584 were expended, chiefly on students who had joined after passing the Upper Primary school examination in the Vernacular, and were reading English with the Primary classes preparatory to joining the Middle department.

Expenditure on scholarships in Government English schools.

331. In Government Vernacular schools for Secondary education the expenditure amounted to Rs. 17,905, of which amount Rs. 15,008 were paid from District Funds; and the balance from Provincial Revenues, Municipal Funds and other sources. In Primary Vernacular schools for boys the expenditure was Rs. 2,378, paid almost entirely from District Funds ; whereas in the previous year Rs. 586 only were expended. Inquiry will be made regarding this increase, the cause of which has not been explained.

Expenditure on scholarships in Government Vernacular schools.

332. In Government Female schools the expenditure was Rs. 629, of which Rs. 195 were paid from Municipal Funds and the balance from endowments and other sources.

Expenditure on scholarships in Government Female schools.

333. In St. Stephen's College at Delhi the expenditure was Rs. 709, of which Rs. 108 were paid by Government and the balance from other sources. In the Oriental College Rs. 114 were paid directly from Provincial Revenues, and a large amount was expended by the University.

Expenditure on scholarships, Aided Colleges, &c.

334. In Aided schools for the Secondary education of boys Rs. 4,606 were expended. Of this amount Rs. 1,377 were contributed from Provincial Revenues, Rs. 1,011 from District Funds, Rs. 360 from fees, Rs. 286 from Municipal Funds, and Rs. 1,572 from other sources. In Aided Primary schools Rs. 809 were expended.

Expenditure on scholarships in Aided schools for boys.

335. The expenditure in Aided Female schools was Rs. 3,192, of which Rs. 1,257 were paid from Provincial Revenues, Rs. 499 from Municipal Funds, Rs. 7 from District Funds, and Rs. 1,429 from other sources.

Expenditure on scholarships in Aided Female schools.

336. In the Central Training College Rs. 6,870 were expended on scholarships, in the Mayo school of Industrial Art Rs. 1,420, in the Medical school Rs. 13,222, in Government Normal schools Rs. 10,048, and in the Industrial school at Hoshiárpur Rs. 689. The total amount expended on scholarships held in Government institutions for technical instruction was Rs. 32,249. Of this, Rs. 14,414 were paid from Provincial Revenues, Rs. 13,912 from District Funds, Rs. 2,455 from Municipal Funds, Rs. 305 from the proceeds of endowments, and Rs. 1,163 from other sources.

Expenditure on scholarships in Government Training institutions.

337. In Aided Normal schools the expenditure was Rs. 4,882, of which Rs. 1,480 were paid from Provincial Revenues, Rs. 1,700 from Municipal Funds, and Rs. 1,702 from other sources. Rs. 340 were expended in Aided industrial schools, of which Rs. 120 were paid from Provincial Revenues and the balance from other sources.

Expenditure on scholarships in Aided Normal schools.

338. The total expenditure on scholarships of all kinds* was Rs. 1,29,090. Of this amount Rs. 52,930 were paid from Provincial Revenues, Rs. 47,281 from District Funds, Rs. 12,542 from Municipal Funds, Rs. 2,646 from the proceeds of endowments, Rs. 413 from fees, and Rs. 13,278 from other sources.

Total expenditure on scholarships.

* Including those given by the Punjab University to students of the Government College. Scholarships awarded by the Punjab University to students of the Oriental College are not shown in the returns.

CHAPTER VIII.

EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

339. Forty-eight students left the Lahore Government College during the year under report; of these 3 afterwards rejoined. 12 joined the Central Training College, the Medical school, and the Law school; 2 entered Colleges in Calcutta, and 1 St. Stephen's College at Delhi. 1 obtained a University Fellowship of Rs. 50 per mensem and is attached to the Oriental College, 2 were engaged in preparation for the High Court examination and the Tahsíldár's examination, 13 became Pleaders or Mukhtárs, 1 was employed in Kashmír on Rs. 60 per mensem, 1 in the Nábha State on Rs. 30, 1 in the Oriental College on Rs. 30, and 1 as an Army school-master on Rs. 27; and 5 obtained appointments in different branches of the Civil Department—3 on Rs. 15, 1 on Rs. 25, and 1 on Rs. 30 per mensem. The occupation of the remaining 5 was not known.

Employment of students who left the College during the year.

340. All the students of the Central Training College who attended during the first term which came to a close in May 1882 obtained employment. Of those belonging to the English class 1 passed the examination for Extra Assistant Commissioners and obtained an appointment on Rs. 200 per mensem, and 12 obtained appointments in the Educational Department on salaries varying from Rs. 30 to Rs. 160. 27 students of the Vernacular class were employed as teachers on salaries varying from Rs. 8 to Rs. 30 per mensem.

Employments obtained by students of the Central Training College.

341. Nineteen students left the Medical school during the year; of these, 3 are employed as Assistant Surgeons—2 on Rs. 100, and 1 on Rs. 50 per mensem; 11 have obtained appointments of Rs. 20 per mensem; and 3, appointments of Rs. 12 per mensem; 1 is practising as a private practitioner; and 1 is employed by the Baptist Mission as a Native Doctor.

Employments obtained by Medical school students.

342. One student left the Mayo school of Industrial Art and is employed as a draftsman on Rs. 40 per mensem in the office of Capt. Cole, the Curator of Ancient Monuments, at Simla.

Employment obtained by a student of the School of Art.

343. Thirty students of Government and Mission schools discontinued their education after passing the Entrance examination; of these, 27 passed in English and 3 in the Vernacular; of the former, 14 obtained appointments as teachers in various schools or as tutors on salaries of the average value of Rs. 23-9 per mensem, and 7 obtained employment in other capacities on an average salary of Rs. 20 per mensem.

Employments obtained by students after passing the Entrance examination.

The lowest rate of salary was Rs. 10. The highest pay was obtained by a student of the Gujrát school, who is employed as a school-master in the 12th Bengal Cavalry on Rs. 47. The occupation of 4 students was unknown, and 2 were in search of employment. Of those who passed in the Vernacular, 2 are teachers on salaries of Rs. 20 and Rs. 10 respectively, and 1 is employed as a Muharrir on Rs. 10.

344. Of students who left District schools without passing the Entrance examination, 99 have obtained employment on salaries of the average value of Rs. 14-5. Of these, 29 have obtained educational appointments, 43 are employed in the Civil Department, and 27 in other capacities. There is a great variation in the value of the appointments. The highestirate was at Gujrát, where 5 students obtained appointments of the average value of Rs. 31 per mensem. At Ferozepore, where there is no High school department, 4 students obtained appointments of the average value of Rs. 20. In some cases the salary did not exceed Rs. 8. Of the 29 Educational appointments, 11 were obtained by students of the Jullundur High Vernacular school on an average salary of Rs. 12-9-4. Of the Civil appointments, no less than 10 of the average value of Rs. 12-9-4 were conferred on boys of the Simla school, where there is no High school department.

Employments obtained by students of District schools who had not passed the Entrance examination.

345. Of students who left Vernacular Middle schools, 293 obtained employments on an average salary of Rs. 8-6. Of these, 131 are employed in the Educational Department, 93 in the Civil Department, and 69 in other capacities.

Employments obtained by students of Vernacular Middle schools.

346. Mr. Pearson, Inspector of the Umballa Circle, observes that the majority of students who leave school after passing the Middle school examination in the Vernacular, obtain appointments as teachers or enter the Normal school

Mr. Pearson's remarks on the employment of students of Vernacular schools.

with the view of adopting that profession ; but a considerable number, especially those who have relations in official life, are employed in other capacities under Government. It is, he adds, not unusual for young men to be without occupation for a year or two after leaving school ; but eventually nearly all are provided for, and it does not appear that the market is overstocked. As a general rule, it does not, he believes, pay a student in an English school to continue his studies beyond the Entrance examination, or a Vernacular student to proceed beyond the Middle school examination.

The extension of Primary education will of course create a great demand for the services of young men who have passed the Vernacular Middle school examination.

CHAPTER IX.

BOOKS.

Reconstitution of the Text Book Committee.

347. A standing Committee was appointed in 1877 for the purpose of considering what English books should be recommended for the use of schools and colleges and supplied to the libraries of Government educational institutions. Owing to the transfer of several of the members originally appointed, it was thought necessary to reconstitute the Committee, and it was decided that it should, in future, deal with both English and Vernacular books. Eight members of the new Committee were appointed by Government, and the Senate of the Punjab University College were requested to nominate a like number. The nominees of the Senate were accepted by the Government in January 1882, and in the following April the first meeting of the Committee as newly constituted was held.

Work done by the old Committee.

348. The old Committee examined, in detail, the English books prescribed for use in Government schools, recommended changes where these seemed desirable, and suggested the preparation of new books in cases where they considered this measure necessary. Lists of books, maps and apparatus that should be supplied for use in District school libraries were prepared under their direction, and their recommendations on this matter have been carried out gradually year by year, so far as the assignment for school libraries would allow, and have now been almost fully complied with.

Sub-Committees.

349. The new Committee appointed a number of Sub-Committees to consider the text-books to be prescribed for different branches. Amongst these is a Sub-Committee for the English language, English literature and Grammar, to whom a report of the measures that had been taken by the old Committee was submitted.

The English Primer and Readers.

350. The former Committee, after examining a large number of English Readers, had arrived at the conclusion that none of the existing series were altogether suitable for boys in

this Province, and recommended that new books should be prepared for use in Primary and Middle schools. In accordance with their recommendations an English Primer and a Primary English Reader for Primary schools, and a First and a Second English Reader for Middle schools, were compiled by officers of the Department. The Primer was approved by the Committee, and certain alterations in the Primary Reader were recommended and carried into effect. The First and Second Readers for Middle schools were approved as far as they went, but were not laid before the Committee in a complete form. The Committee recommended also that the use of Lethbridge's Selections from Modern English Literature should be discontinued in the 3rd Middle school class, but that it should still be used in the High school, and that certain omissions and alterations should be made in the work. I was requested to submit a report on the subject after ascertaining the views of Inspectors and of Head Masters.

Omission of pieces from Lethbridge's Selections.

351. The First and Second Readers for Middle schools were laid before the new Sub-Committee on English books, together with my report on Lethbridge's Selections, which was drawn up after carefully going through the whole work from beginning to end, and considering the various recommendations that had been made. I suggested the omission of some of the selections altogether, and in other cases of particular passages, thus reducing the book by one-third.

Mr Sime's Reader for Middle schools.

352. The Sub-Committee considered that Mr. Sime's Second Reader for the Middle school was too long, and recommended the omission of certain portions; otherwise the book was approved, and it has been amended accordingly.

Mr. Pearson's Reader.

353. Mr. Pearson was requested to be kind enough to undertake the revision of the First Reader, which was considered too difficult. This could not be done at once, owing to Mr. Pearson's occupation in connection with the Education Commission, but a revised edition has now been prepared and will shortly be ready for issue.

Text-book for High schools.

354. As regards Lethbridge's Selections, it was decided to adopt my recommendations as to the omission of certain portions of the book. It was considered, however, that it would not

be worth while to induce the author to publish a new edition of the work, as the Sub-Committee considered that even when thus amended the Selections would not be quite satisfactory. It was the sense of the Sub-Committee that the text-book for High schools should consist of extracts from modern writers of such a character as to afford a model for imitation to the students, the object being to give practical ability in the use of the language, and not to afford an historical view of English writers and the progress of English style; briefly the object should be not to furnish a manual of English literature, but a simple model of style. It was considered that the poetry that might be introduced should be interspersed throughout the book; and that shortness in the extracts should be carried out as far as possible, without sacrificing the completeness of the subject treated of. Until a work of this description for native students is forthcoming, Lethbridge's Selections will be read.

Works on Grammar.

355. As regards works on Grammar, it was decided to retain Morell's Grammar in the High school, and the propriety of substituting for Morris' Grammar the manual published by the Christian Vernacular Education Society was discussed. At a subsequent meeting of the General Committee it was decided to make these two books alternative.

Lethbridge's Moral Reader.

356. On the latter occasion it was determined also to introduce Lethbridge's Moral Reader in the 3rd class of the Middle school.

Series for English students unsuited to native students.

357. It may be observed that the preparation of the English Readers has entailed a considerable amount of work on the officers by whom they were compiled. There are at present in existence some admirable series for English students, but these are generally unsuited for native scholars, as they assume a knowledge of manners and customs of social life and of various other matters of which the latter are necessarily ignorant.

Mathematical and scientific courses.

358. The Sub-Committee for Mathematics and Science considered that no immediate changes in the mathematical course was desirable. They were of opinion that the Physics and Chemistry Primers and Blanford's Physical Geography with the translations prepared by the Department should continue to be taught in the High schools. They thought it undesirable to make any alteration in this course at present, but

they considered that it would be practicable to make some additions hereafter when boys going from Middle schools should have completed a course in elementary science.

Huxley's Introductory Primer.

359. The Committee recommended also that a simplified translation of Huxley's Introductory Primer should be taught in the 1st class of Middle schools, and a translation has been prepared accordingly and will be shortly published.

Object lessons.

360. Another proposal was the preparation of a course of object lessons with suitable specimens. This must necessarily be carried out under the superintendence of a competent English officer assisted by a native scholar. It was not practicable to make any such arrangement during the past year, but Mr. Dick, the Principal of the Central Training College, has expressed his readiness to superintend the preparation of such a series if a competent man is nominated to assist him. Proposals on this subject will be submitted shortly.

Proposals of the Sub-Committee approved by the General Committee.

361. The proposals of the Sub-Committee were subsequently confirmed by the General Committee, who also expressed their approval of a suggestion to add to the revised vernacular edition of the Physics Primer now in the Press a short Chapter on the mechanical powers, as the Syndicate of the Punjab University had recommended the introduction of this subject in the Middle school examination. This has been arranged accordingly.

Comb system of Mensuration.

362. The General Committee further recommended that a supplementary chapter on the Comb system for the use of candidates for Patwárísships should be added to Mr. Sime's Manual on Mensuration for Primary schools, but that this should not be made a part of the regular school course. Mr. Sime promised to add a supplementary chapter as desired.

Sub-Committee on History and Geography.

363. The Sub-Committee on History and Geography recommended that Clarke's Geographical Reader should be fixed as the Geographical Text Book for Middle schools, provided that Mr. Clarke would consent to bring out a revised edition of the work; and that an Urdú translation should be prepared, supplemented by any portions of the

Miftáh-ul-arz (the Urdú book at present in use) that it might be considered desirable to retain.

A communication on the subject was addressed to Mr. Clarke in England, but that gentleman is not prepared to bring out a revised edition of his work such as the Sub-Committee desired.

364. The General Committee subsequently passed a resolution recommending that arrangements should be made as soon as practicable for the compilation of a new treatise in Urdú, based on Clarke's Geographical Reader, the Miftáh-ul-arz, and some standard work on Geography. In view, however, of more pressing requirements I fear that the execution of this book must necessarily be deferred for some time.

New treatise in Urdú based on Clarke's Geographical Reader.

365. The question of introducing the Manual of Geography published by the Christian Vernacular Education Society was discussed, and it was subsequently determined by the General Committee that this book should be made alternative with Anderson's Geography in the High school.

Manual of Geography by the C. V. E. Society.

366. At a meeting of the Sub-Committee on Moral Instruction, certain extracts were read with the view of showing the moral truth that pervades the Readers in use in Primary schools, and the moral instruction that is incidentally imparted in the lessons on various subjects, and it was explained at the same time that these books contained no special lessons on morality. On this the Committee resolved :—

Resolutions of the Sub-Committee on Moral Instruction.

(1) That in the Lower division of Primary schools morality should be taught by means of stories, parables not involving the supernatural, and proverbs ; that a separate chapter on morality should be included in each Reader ; and that instruction in moral subjects should be conveyed through the medium of prose and poetry.

(2) That for the Upper division of Primary schools, lessons should be prepared on moral subjects treating more directly of particular virtues and vices ; that in this division also there should be a special chapter on morality in each Reader ; and that the subject should be taught through the medium of prose and poetry.

Preparation of books on morality.

367. In accordance with the request of the Sub-Committee, the Revd. Mr. Forman undertook, with the help of native gentlemen, to write a book on elementary and practical ethics suitable for Middle schools; and the Right Revd. Dr. French undertook the preparation of two works on ethics, the more elementary suitable for High schools and the more advanced for University education.

Poems and moral lessons for the Urdú Readers.

368. In accordance with these resolutions short poems and moral lessons have been written for the First and Second Urdú Readers. Those intended for the First Readers have been approved by the General Committee, those prepared for the Second still require some revision. The book on ethics, undertaken by the Revd. Mr. Forman, is in progress, and it is hoped that the Bishop of Lahore will find leisure to compile the works that he has undertaken during his visit to England. As already stated, Lethbridge's Moral Reader has been accepted for the present as the text-book to be read in the 3rd class of English Middle schools.

Work delayed.

369. The Sub-Committee on Urdú Readers approved of those that had been already published, recommending the addition of poetry and moral lessons, as suggested by the Sub-Committee on Moral Instruction, and requested the Editor to arrange for the completion of the series. The work, however, has been delayed owing to the constant meetings of the Faculties, Sub-Committees and Syndicate of the University, and the time occupied in the preparation of the various schemes that have come under their consideration.

Sub-Committee on Hindí and Panjábí books.

370. The Sub-Committees for Hindí and Panjábí considered, in detail, the courses of studies in these languages, and various recommendations were made. These have been partially carried out, and the measures in progress will soon, it is hoped, be completed.

Course of Persian literature.

371. A course of Persian literature, consisting of extracts from the best authors and embodied in five progressive Readers, has been prepared during the last few years. Some of the best Persian scholars in the Province were engaged in making these selections, which after repeated revision have now been reported on by a native Committee that

was appointed to make final recommendations for their improvement. This report is now before the Director, and, when the final revisions have been made, the series will be submitted to the Text Book Committee for approval.

Meeting of the Text Book Committee deferred till May.

372. The meetings of the Sub-Committee took place during April and May 1882, and involved some labour whilst those meetings lasted, and it will require much hard work to carry out all their recommendations in full. It was intended to hold further meetings of the Text Book Committee as soon as those connected with the work of the University should come to an end; the latter, however, continued on to May 1883, and hence the last meeting of the Text Book Committee was deferred till that month. For the same reason, several of the European and native members who had undertaken to assist in the work of compilation and revision were unable to devote much attention to the subject during the intervening period.

New books published and in the Press.

373. The following new books were issued during the year:—

1. Urdú treatise on Mensuration by Mr. Sime.
2. Panjábí version of Dr. Cuningham's Sanitary Primer.
3. Urdú version of the History of the Imperial Assemblage.

And the books named below were in the Press:—

1. Panjábí version of Lethbridge's Easy Introduction to the History of India.
2. Urdú translation of the Physics Primer.

Important re-prints.

374. The following are the most important of the re-prints issued during the year:—

		No. of Copies.
1.	Qá'idá-i-Urdú	97,202
2.	Urdú kí pahlí Kitáb	29,967
3.	Urdú kí dúsrí Kitáb	19,979
4.	Urdú kí tísarí Kitáb	19,982
5.	Urdú kí chauthí Kitáb	12,392
6.	Fársí kí pahlí Kitáb	24,953
7.	Fársí kí dúsrí Kitáb	19,988
8.	Qawá'id-i-Urdú	12,478
9.	Guldasta-i-dánish	9,980

		No. of Copies.
10.	Mufíd-ut-tálibín	1,048
11.	Mukhtasar Táríkh-i-Hind ...	6,377
12.	Muntakhab-i-Gulistán	9,984
13.	Mashq-i-nasta'líq, hissa-i-awwal ...	9,438
14.	Qisas-i-Hind Part I	5,985
15.	Do. Part II	1,493
16.	Hindí ki pahlí Kitáb	1,393
17.	Májális-un-nisá Part I	1,395
18.	Masdar-i-Fuyúz	9,984
19.	Hisáb-ká-pahlá risála	9,982
20.	Urdú version of Dr. Cuningham's Sanitary Primer	25,594
21.	Panjábí Do. Do. ...	10,500
22.	Zubdat-ul-hisáb Part II	4,982
23.	Risála-i-masáhat	4,984
24.	Jughráfiya-i-Hind Part I	1,494
25.	Zubdat-ul-hisáb Part III	2,795
26.	Miftáh-ul-arz	4,991
27.	Sarmáya-i-khirad	1,992
28.	Tahrír-i-Uqlídas, Maqála-i-awwal ...	2,998
29.	Do. do. duwam ...	1,997
30.	Inshá-i-Urdú shikasta	4,992
31.	Tahrír-i-Uqlídas, Maqála-i-chahárum ...	1,496
32.	Jughráfiya-i-Punjab	4,992

Supply of books, and compliance of orders for lithography.

375. All indents from Head Masters, District Inspectors, Managers of Aided schools, and private booksellers have been met in full; and the orders of Government regarding the lithography of additional copies of bills, orders, &c., have been promptly complied with. The Sanitary Commissioner has been supplied with 15,200 copies of the Urdú and 10,000 copies of the Panjábí version of the Sanitary Primer under the orders of Government. Rules regarding the duties of village watchmen were translated into Hindí and Gurmukhí, and 16,000 copies of the Urdú, 2,500 copies of the Hindí and 16,000 copies of the Panjábí translation of the same were supplied to Government. Artistic designs of the School of Art have been neatly lithographed.

Cheapening of the price of books.

376. Every effort has been made to reduce the price of our vernacular books, and this has been done by two means: 1st, by adopting the new style in printing books; and 2nd, by the use of country-made paper from the Upper India Paper

Mills Company of Lucknow. This paper is called Bádámí, or half bleached, and, though inferior to the English printing paper in appearance, it is substantial and cheap, and cheapness is a great consideration with native students, especially those of vernacular schools. The price of English printing paper is about 5 annas per pound, including cost of transit to Lahore, while that of the paper from the Upper India Mills is about 3 annas per pound. The use of the country paper commenced about the beginning of the last quarter of 1882-83.

The subjoined list gives the reduction effected in the price of vernacular books during the year :—

Books	Former price			Reduced price		
	Rs.	A	P.	Rs.	A	P.
Urdú Sanitary Primer	0	1	6	0	1	3
Urdú kí tísrí Kitáb	0	3	0	0	2	6
Urdú kí chauthí Kitáb	0	3	0	0	2	9
Qisas-i-Hind Part I	0	2	6	0	1	6
Do. Part II	0	8	0	0	5	3
Miftáh-ul-arz	0	6	0	0	4	6
Risála-i-masáhat	0	6	6	0	4	0
Sarmáya-i-khirad	0	11	0	0	8	0
Májális-un-nisá Part I	0	5	6	0	2	9
Do. Part II	0	5	0	0	4	0
Mukhtasar Táríkh-i-Hind	0	10	0	0	8	6
Tahrír-i-Uqlídas Book I	0	4	3	0	2	9
Do. Book II	0	1	9	0	1	3
Do. Book III	0	4	0	0	2	6
Do. Book IV	0	2	0	0	1	3
Jabro muqábila Part I	0	8	0	0	4	6
Do. Part II	0	10	6	0	4	6
Jughráfiya-i-Hind Part I	0	1	9	0	1	6
Qawá'id-i-Urdú	0	2	6	0	2	3

The following list shows the reduction in the price of English books :—

Books	Former price			Reduced price		
	Rs.	A.	P.	Rs.	A.	P.
English Primer	0	5	0	0	4	0
Dick's Primary English Reader	0	8	0	0	5	0
Pearson's First English Reader for Middle schools	0	8	0	0	6	0
Sime's Second English Reader	0	13	0	0	10	0
Cuningham's Sanitary Primer	0	2	0	0	1	0

Electroplates in printing.

377. Qá'ida-i-Urdú has been printed from electroplates, as also the illustrations of the First Urdú Reader. Electroplates for the letter-press of the latter have been ordered from England.

New style of printing appreciated by the public.

378. It is satisfactory to find that our new style of printing is being appreciated by the public, and that a few books have been printed in other Presses after our model, though the execution has been imperfect.

Terms on which books are received from England.

379. Messrs. Baker and Oliphant, the London agents, continue to supply English books on the same terms as before, and these are detailed in the last annual report.

Terms on which books are sold.

380. The terms of discount allowed by the Depôt are the same as before, *viz.*, 10 per cent. on English and 20 per cent. on Vernacular books, on cash purchases amounting to Rs. 25 and upwards. To Head Masters, District Inspectors, and Managers of Aided schools the same discount is allowed if they settle their accounts quarterly.

Receipts from Government.

381. During the year 1882-83 Rs. 61,748-10-10 were received from Government, and printing paper and other articles of the estimated value of Rs. 11,366 were received from the Superintendent of Stationery, Calcutta; so that the total receipts from

Government amounted to Rs. 73,114-10-10. From this the following items aggregating Rs. 17,613-0-6 should be deducted, *viz.*, Rs. 2,875-3 on account of paper for the *Urdú Gazette*, Rs. 2,100 approximate cost of translating the matter of the same, Rs. 1,200 allowed by Government for registration of books under Act XXV of 1867, Rs. 11,374-13-6 on account of books supplied to libraries and for prizes, and Rs. 63 on account of books supplied on the public service. The net receipts from Government, therefore, after the deductions above named, amounted to Rs. 55,501-10-4.

Payments into Treasury.

382. The sum of Rs. 51,197-1-8 was paid into the Treasury on account of the ordinary sales of the Depôt, besides Rs. 1,433-4-5 on account of sale of books received from the Secretariat, and Rs. 6,677-11-5 were credited to the Book Depôt and the Educational Press in the books of the Accountant General by transfer entry; so that the total payments made to Government, exclusive of the payments into the treasury on account of books received from the Secretariat, amounted to Rs. 57,874-13-1. The receipts from Government after making allowance for the charges, as stated in paragraph 12, amounted to Rs. 55,501-10-4; hence the payments made to Government exceed the receipts from Government during the year by Rs. 2,373-2-9.

Realized profits of the Depôt.

383. At the close of 1881-82 the excess paid to Government over the receipts amounted to Rs. 4,101-3-11, and the excess of payments over receipts during 1882-83 has been Rs. 2,373-2-9, so that the total excess of payments over receipts amounted to Rs. 6,474-6 8. This sum represents the *realized profits of the Depôt in cash* up to 31st March 1883. But the actual profits are represented by adding this sum to excess of the assets of the Book Depôt over its debts on 31st March.

Actual profits.

384. The assets at the close of the year amounted to Rs. 1,67,800-9-11, or, deducting Rs. 38,059-2, the value of books received from the Secretariat, to Rs. 1,29,741-7-11. This amount is made up of the following items: cash Rs. 289-12-6, stock Rs. 91,979-7-10, outstandings Rs. 10,705-7-9, and tools and plant Rs. 26,766-11-10. Adding together the sum of Rs. 6,474-6-8, mentioned in the last paragraph, Rs. 289-12-6 cash in hand, and outstandings Rs. 10,705-7-9, and deducting Rs. 1,644-4-9 on account of debts, we find that the profits of the Depôt up to the close of 1882-83 consisted of

Rs. 15,825-6-2, besides tools and plant valued at Rs. 26,766-11-10, and stock of the nominal value of Rs. 91,979-7-10. It must be remembered, however, that the last item represents the retail selling price of the books, which is considerably above their actual value.

Financial operations of the year.

385. The annexed statements show the financial operations of the year for (1) the Educational Press, (2) for the Book Depôt, and (3) for the Press and Book Depôt combined. It will be seen that the apparent profits of the two institutions during the year amounted to Rs. 16,684-15-10. From this, however, a considerable deduction must be made to arrive at the actual profits. The stock at the beginning of the year, including official books, is valued at Rs. 1,14,766-4-7, and that in hand at the close at Rs. 1,30,038-9-10. The apparent increase in the value of stock, therefore, is Rs. 15,272-5-3. In each case, however, the value shown is calculated at the retail selling price. If we assume that the actual value of the books in stock is two-thirds of the retail selling price, then the increase in the value of stock shown at the close of the year must be reduced by one-third, *i.e.*, by Rs. 5,090-4-2, and the actual profits will be found by deducting this amount from Rs. 16,684-15-10.

Financial Statement of the Government Educational Press for the year 1882-83.

	Rs.	A.	P.	Rs.	A.	P.		Rs.	A.	P.	Rs.	A.	P.
Tools and plant at the beginning of the year ...	...	.	.	18,031	7	0	*Paid into Treasury.*						
Amount drawn from the Treasury.							Proceeds of the Press	103	4	0			
Establishment of the Press	13,471	10	3				*Adjusted by transfer entry.*						
Press contingencies	8,610	8	3				Proceeds of the Press, being outturn of work done for the Secretariat and other offices	3,894	14	5			
				22,082	2	6	Books supplied to the Depôt	34,245	14	0			
Value of printing paper, &c., received from the Superintendent of Stationery, Calcutta	...		.	11,366	0	0	Estimated cost of paper used in printing the *Urdú Government Gazette*	2,875	3	0			
											41,119	3	5
Excess of outturn of work over receipts	...	...	.	14,623	11	9	Tools and plant	24,866	11	10			
							Outstandings	117	6	0			
											24,984	1	10
TOTAL ...	...	...	..	66,103	5	3	TOTAL ...	...	...	...	66,103	5	3

Financial Statement of the Government Central Book Depôt for the year 1882-83.

	Rs.	A.	P.	Rs.	A.	P.
Assets at the beginning of the year.						
Cash	473	8	2			
Stock	1,14,766	4	7			
Outstandings	17,040	12	8			
Tools and plant	3,347	5	7			
				1,35,627	15	0
Drawn from the Treasury.						
Pay of Curator and Establishment, including Translators	11,628	15	11			
Contingencies	2,297	11	4			
Purchase of Books	25,739	13	1			
TOTAL ...	39,666	8	4			
Deduct.						
	Rs.	A.	P.			
Value of Library books supplied to Government schools and colleges the price of which has been adjusted by the Accountant General in the mode indicated in Punjab Government order No. 1802, dated 30th May 1879	7,382	10	3			
Do. prize books supplied to Do. and Do.	3,016	6	9			
Do. books supplied to Director's Library Do. Do.	975	12	6			
	11,374	13	6			
				28,291	10	10
Books received from Civil Secretariat				4,073	7	6
Debts or demands payable				1,644	4	9
Value of books received from the Educational Press ...				34,245	14	0
Profits of the Depôt on the year's transactions ...				2,061	4	1
TOTAL ...				2,05,944	8	2

	Rs.	A.	P.	Rs.	A.	P.
Paid into Treasury.						
	Rs.	A.	P.			
Sale proceeds paid into the Bank of Bengal, Lahore ...	52,127	9	2			
Amount received on account of postage on books sold, paid into Treasury ...	289	8	11			
Amount received on account of registration fee of copyright of books under Act XXV of 1867, paid into Bank of Bengal, Lahore ... Rs. 54						
Do. Delhi ... „ 54						
Do. Rawalpindi ... „ 2						
	110	0	0			
				52,527	2	1
Adjusted by transfer entry.						
Sale of Books				2,782	13	0
							55,309	15	1
Advanced for Books				...	...	...	52	8	6
Debts paid				...	...	...	4,367	3	9
Miscellaneous.						
Cost of registration of books				1,200	0	0			
Approximate cost of translating the *Urdú Gazette* ...				2,100	0	0			
Value of books carried to profit and loss				35	4	9			
„ „ supplied on public service				63	0	0			
							3,398	4	9
Balance.						
Cash				289	12	6			
Stock				1,30,038	9	10			
Outstandings				10,588	1	9			
Tools and plant				1,900	0	0			
							1,42,816	8	1
TOTAL ...				...	...	...	2,05,944	8	2

Financial Statement of the Government Central Book Depôt and the Educational Press for the year 1882-83.

	Rs.	A.	P.	Rs.	A.	P.
Assets at the beginning of the year.						
Cash	473	8	2			
Stock	1,14,766	7	7			
Outstandings	17,040	12	8			
Tools and plant	21,378	12	7			
				1,53,659	6	0
Amount drawn from the Treasury.						
Pay of Curator and Establishment including Translators ...	11,628	15	11			
Contingencies of the Book Depôt	2,297	11	4			
Purchase of books	25,739	13	1			
Pay of Educational Press establishment	13,471	10	3			
Press contingencies	8,610	8	3			
TOTAL ...	61,748	10	10			
Deduct.	Rs.	A.	P.			
Value of books supplied to the Director's Library, the price of which has been adjusted by the Accountant General, Punjab, in the mode indicated in Punjab Government Order No. 1802, dated 30th May 1879 ...	975	12	6			
Do. Prize books supplied to Colleges and Schools	3,016	6	9			
Do. Library books supplied to Do. and Do.	7,382	10	3			
	11,374	13	6			
				50,373	13	4
Official books received from the Civil Secretariat	...			4,073	7	6
Printing paper, &c., received from the Superintendent of Stationery	...			11,366	0	0
Debts or demands payable	...			1,644	4	9
Profits of the Depôt on the year's transactions	...			16,684	15	10
TOTAL ...	...			2,37,801	15	5

	Rs.	A.	P.	Rs.	A.	P.	Rs.	A	P.
Paid into Treasury.									
Sale proceeds of books paid into the Bank of Bengal, Lahore	52,127	9	2						
Amount received on account of postage of books sold, paid into Treasury	289	8	11						
Amount received on account of registration fee of copyright of books under Act XXV of 1867 paid into Bank of Bengal, Lahore ... ... Rs. 54									
„ Delhi ... ... „ 54									
„ Rawalpindi ... ... „ 2									
	110	0	0						
Proceeds of the Educational Press	103	4	0						
				52,630	6	1			
Adjusted by transfer entry.									
Sale of books	2,782	13	0						
Proceeds of the Educational Press	3,894	14	5						
				6,677	11	5			
							59,308	1	6
Advanced for books				...	...	...	52	8	6
Debts paid				...	...	...	4,367	3	9
Miscellaneous.									
Estimated value of paper expended in printing the *Urdú Gazette*				2,875	3	0			
Cost of registration of books				1,200	0	0			
Approximate cost of translating the *Punjab Gazette* ...				2,100	0	0			
Value of books carried to profit and loss				35	4	9			
Ditto supplied on public service				63	0	0			
							6,273	7	9
By Balance.									
Cash				289	12	6			
Stock				1,30,038	9	10			
Outstandings				10,705	7	9			
Tools and plant				26,766	11	10			
							1,67,800	9	11
TOTAL ...				...	...	...	2,37,801	15	5

386. The following statement shows the value of English and the Vernacular books brought on to stock and issued during year :—

Value of English and Vernacular books brought on to stock.

Books and maps	In stock at the close of 1881-82			Brought on to stock during the year			Total			Issued during the year			Balance at the close of the year			Remarks
	Rs.	A.	P.	Rs.	A	P	Rs.	A.	P.	Rs	A	P	Rs.	A	P	
English	80,972	12	2	32,468	14	9	1,13,441	10	11	24,103 (a)	12	1	89,337	14	10	
Vernacular	33,793	8	5	61,627	0	0	95,420	8	5	54,719	13	5	40,700	11	0	
Total ...	1,14,766	4	7	94,095	14	9	2,08,862	3	4	78,823	9	6	1,30,038	9	10	

(a) The number of Vernacular books sold is larger than that of the preceding year, but owing to the lowering of their price the money value of sales is nearly the same.

Books brought on to stock.

387. The sum of Rs. 94,095-14-9 under the head of books brought on to stock is made up as follows :—

	Rs.	A	P.
English books received from Messrs F. P. Baker & Co. ...	14,107	2	2
English books purchased in India	6,936	2	10
Official books received from the Secretariat	4,073	7	6
Vernacular books delivered by the Educational Press ...	34,245	14	0
Do. purchased in India	7,583	14	2
English books received back	139	11	9
Vernacular books received back	148	15	9
Enhancement made to the price of English books and discount allowed by publishers	7,212	6	6
Do. Do. Vernacular Do. Do.	19,648	4	1
Total Rs. ...	94,095	14	9

Books issued.

388. The following is the detail of books issued during the year :—

	Rs.	A.	P.
Sold to Deputy Commissioners	18,104	10	4
Supplied to College and School Libraries	6,610	3	6
Do. Prizes	4,459	8	3
Do. Director's Office Library	859	6	6
Do. Inspector of Schools for libraries and prizes	1,360	14	0
Sold to the Head Masters of District and Normal schools ...	11,520	14	10
Do. Superintendents of Regimental schools	1,461	4	6
Cash and Miscellaneous sales	34,269	4	4
Sold to the Superintendents of Jails	89	2	6
Carried to Profit and Loss account	35	4	9
Supplied on public service	63	0	0
Total Rs. ...	78,833	9	6

Work done by translators.

389. The translators have translated 1,456 pages of original matter during the year. They have also examined and corrected proofs of several educational books, of the *Urdú Gazette* comprising 2,552 pages, besides reporting on books received for patronage.

CONCLUSION.

390. Brief accounts of the boys' and girls' schools in connection with the Lawrence Asylums at Sanáwar and Murree will be found in the Appendix.

391. The usual list of native gentlemen, whose services in the cause of education are reported to be worthy of notice, is appended.

List of Native gentlemen who have exerted themselves in the cause of education during 1882-83.

No.	Name	Rank and Designation	District	Tahsil or Village
		Umbálla Circle		
1	Budh Rám ...	Zaildár ...	Delhi ...	Nangloí.
2	Imám Bakhsh ...	Ditto ...	Ditto ...	Ballabgarh.
3	Gangá Bakhsh ...	Chaudharí ...	Ditto ...	Síhí.
4	Mirzá Muhammad Husain	Tahsíldár ...	Ditto ...	Ballabgarh.
5	Gangá Bakhsh ...	Zaildár ...	Ditto ...	Paota.
6	Shaikh 'Abdur Rasúl ...	Retired E. A. C. ...	Ditto ...	Farídábád.
7	Pandit Durgá Parshád...	Brahman ...	Ditto ...	Fathpur Biloch.
8	Ahmad Hasan ...	Náib-Tahsíldár ...	Ditto ...	Sonepat.
9	Hakím Amín-ud-dín ...	Member Municipal Committee	Gurgáon ...	Palwal.
10	Sikandar Khán ...	Lambardár ...	Ditto ...	Mandí Kherá.
11	Imám Khán ...	'Alá Lambardár ...	Ditto ...	Kachairá.
12	Saíyid 'Alí ...	Lambardár ...	Ditto ...	Sháh Chokhá.
13	Rám Lál ...	Zaildár ...	Ditto ...	Báhin.
14	Hamír Singh ...	Ditto ...	Ditto ...	Balwárí.
15	Gopál ...	Mína ...	Ditto ...	Sháhjahánpur.
16	Bábú Jugal Kishor ...	Tahsíldár ...	Ditto ...	Palwal.
17	Pandit Munnú Lál ...	Ditto ...	Ditto ...	Núh.
18	Sajjád Husain ...	Náib-Tahsíldár ...	Ditto ...	Rewárí.
19	'Abdus Sattár ...	Ditto ...	Ditto ..	Palwal.
20	Kabír 'Alí ...	Officiating Tahsíldár	Ditto ...	Gurgáon.
21	Maulaví Ziá-ud-dín Khán Bahádur ...	Extra Assistant Commissioner	Hissar ...	Hissar.
22	Fath Muhammad ...	Lambardár ...	Ditto ...	Nangthala.
23	Karím-ud-dín ...	Ditto ...	Ditto ...	Kurí.
24	Imám-ud-dín ...	Ditto ...	Ditto ...	Ditto.
25	Mohan Lál ...	Sáhúkár ...	Ditto ...	Mumrezpur.

No.	Name	Rank and Designation	District	Tahsil or Village
		Umballa Circle—*continued*		
26	Nának Chand ...	Chaudharí ...	Rohtak ...	Bádlí.
27	Harnaráyan ...	Ditto ...	Ditto ...	Ditto.
28	Mahmúd Khán ...	Honorary Magistrate	Ditto ...	Jhajjar.
29	Ráe Sálig Rám ...	Extra Assistant Commissioner	Ditto ...	Ditto.
30	Ráe Manohar Lál ...	Ditto ...	Ditto ...	Rohtak.
31	Munshí Debí Saháe ...	Tahsíldár ...	Ditto ...	Jhajjar.
32	Hans Rám ...	Zaildár ...	Ditto ...	Bhalot.
33	'Atá Muhammad Khán...	Ditto ...	Ditto ...	Guryání.
34	Himmat Singh ...	Ditto ...	Ditto ...	Patauda.
35	Ranjít Singh ...	Ditto ...	Ditto ...	Kaslí.
36	Ghulám Muhammad Khán	Lambardár ...	Ditto ...	Jhajjar.
37	Munshí Durgá Parshád...	Tahsíldár ...	Ditto ...	Rohtak.
38	Mayá Rám ..	Brother of Zaildár ...	Sirsa ...	Síto.
39	Sabhá Rám ...	Lambardár ...	Ditto ...	Kakkhánwálí.
40	Bága ...	Ditto ...	Ditto ...	Lámbí.
41	Tejá ...	Ditto ...	Ditto ...	Chautálá.
42	Buláqí Rám ..	Patwárí ...	Ditto ...	Jamál.
43	Rámpat Gir ...	Zaildár ...	Ditto ...	Jodhká.
44	Naráyan Singh ...	Ditto ...	Ditto ...	Rorí.
45	Fath Singh ...	Lambardár ...	Ditto ...	Mat.
46	Sháhzáda Bahádur Jang	Tahsíldár ...	Umballa ...	Naráyangarh.
47	Sháhzáda ...	Lambardár ...	Ditto ...	Sarhána.
48	Gangá Rám ...	Ditto ...	Ditto ...	Manailá.
49	Sardár Harnám Singh ...	Raís ...	Ditto ...	Tíwar.
50	Maulaví Muhammad 'Aqil	Tahsíldár ...	Ludhiána ...	Jagráon.
51	Lálá Bansí Lál ...	Officiating Tahsíldár...	Ditto ...	Samrála.
52	Nihál Singh ...	Chaudharí ...	Ditto ...	Baddowál.
53	Sardár Ude Singh ...	Raís ...	Ditto ...	Lalton.

No.	Name	Rank and Designation	District	Tahsil and Village
		Umballa Circle—*concluded*		
54	Sardár Harí Singh ...	Raís ...	Ludhiána ...	Lalton.
55	Sardár Gandá Singh ...	Ditto ...	Ditto ...	Dhíro Mazra'.
56	Lálá Ganeshí Lál ...	Sáhúkár ...	Ditto ...	Basyán.
57	Sardár Badan Singh ...	Raís ...	Ditto ...	Malaudh.
58	Lálá Lachhman Dás ...	Sáhúkár ...	Ditto ...	Jagráon.
59	Mahant Káshí Rám ...	Faqír ...	Ditto ...	Dharrú.
		Lahore Circle		
1	Sardár Ajít Singh ...	Honorary Magistrate	Jullundur ...	Aláwalpur.
2	„ Nihál Singh ...	...	Ditto ...	Sháhkot.
3	Gáman Khán ...	Zaildár ...	Ditto ...	Malsián.
4	Shaháb-ud-dín ...	Ditto ...	Ditto ...	Parjián.
5	Ishar Singh ...	Ditto ...	Ditto ...	Darullí.
6	Wasáwá Singh ...	Ditto ...	Ditto ...	Lorahá.
7	Naráyan Singh ...	Ditto ...	Ditto ...	Kang.
8	Sardár Nihál Singh ...	...	Ditto ...	Do.
9	Jamíl Khán ...	...	Ditto ...	Bahrám.
10	Himmat Khán ...	Lambardár ...	Ditto ...	Atá.
11	Husain 'Alí ...	Ditto ...	Ditto ...	Madár.
12	Lálá Jai Chand ...	Sáhúkár ...	Ditto ...	Jagatpur.
13	Pandit Gaurí Náth ...	Raís ...	Ditto ...	Nawáshahar.
14	Muhammad Ashraf Khán	Do. ...	Ditto ...	Dhogrí.
15	Muhammad Niáz Khán...	Do. ...	Ditto ...	Do.
16	Qutb-ud-dín ...	Lambardár ...	Ditto ...	Laddhewála.
17	Ghulám Ahmad ...	Offg. Tahsíldár ...	Ditto ...	Jullundur.
18	'Abid Husain ...	Tahsíldár ...	Ditto ...	Phillour.
19	Bhagwán Singh ...	Ditto ...	Ditto ...	Nawáshahar.
20	Dín Muhammad ...	Munsif ...	Ditto ...	Phillour.

No.	Name	Rank and Designation	District	Tahsil or Village
		Lahore Circle—*continued*		
21	Bhawání Dás ...	Tahsíldár ...	Kángra ...	...
22	Muhammad Sadíq Bat ...	Member Local Committee	Ditto ...	Núrpur.
23	Rám Chand ...	Tahsíldár ...	Ditto ...	Ditto.
24	Lálá Bálá Mahta ..	Member Local Committee	Ditto ...	Ditto.
25	Muhammad 'Alí ...	Late acting Tahsíldár	Ditto ...	Ditto.
25½	Lálá Maíyá Sháh ...	Member Local Committee	Ditto ...	Ditto.
26	Kanhaiyá Lál ...	Tahsíldár ...	Amritsar ...	Tarn Táran.
27	Mannú Lál ...	Ditto ...	Ditto ...	Ajnála.
28	Lálá Bhagwán Dás ...	Zaildár ...	Ditto ...	Bhílowál.
29	Mahant Rám Parshád ...	Member Municipal Committee	Ditto ...	Ramdás.
30	Chaudharí Sáhibzáda ...	Zaildár ...	Ditto ...	Kohála.
31	Sardár Ishar Singh Ahlúwáliá ...	Tahsíldár ...	Ditto	Fatháhábád.
32	„ Chandá Singh ...	Member Municipal Committee	Ditto ...	Jandiála.
33	„ Khark Singh ...	Member District Committee	Ditto ...	Dhand Kasel.
34	Khán Muhammad Sháh	Secy. Female Schools	Ditto ...	Amritsar.
35	Lálá Rádhá Kishan ...	Offg. Civil Surgeon ...	Gurdáspur ...	Gurdáspur.
36	Ráe Sanjhí Mal ...	Extra Asstt. Commr.	Ditto ...	Do.
37	Ráe Bhág Singh ...	Honorary Magistrate	Ditto ...	Batála.
38	Karámat-ulla-Khán ...	Tahsíldár ...	Ditto ...	Do.
39	Lálá Bishambhar Dás ...	Ditto ...	Ditto ...	Pathánkot.
40	Munshí Jaigopál ...	Ditto ...	Ditto ...	Shakargarh.
41	Lálá Rámji Dás ...	Ditto ...	Ditto ...	Batála.
42	Ráe Pohlo Mal ...	Extra Asst. Commr. ...	Siálkot ...	Siálkot.
43	Pandit Nand Lál ...	Tahsíldár ...	Ditto ...	Daska.

No.	Name	Rank and Designation	District	Tahsil or Village
		Lahore Circle—*continued*		
44	Muhammad Ikrám ...	Tahsíldár ...	Siálkot ...	Pasrúr.
45	Ghulám Qásim ...	Ditto ...	Ditto ...	Zafarwál.
46	Rask Bihárí Lál ...	Ditto ...	Ditto ...	Raíya.
47	Lálá Ratan Lál ...	Munsif ...	Ditto ...	Pasrúr.
48	Qutb-ud-dín ...	Zaildár ...	Ditto ...	Sambariyál and Bhúpálwála.
49	Rolú ...	Ditto ..	Ditto ...	Malkhánwála.
50	Naurang Khán ...	Ditto ...	Ditto ...	Dhandwála.
51	Rahmat Khán ...	Ditto ...	Ditto ...	Rasúlpur.
52	Lálá Dayá Rám ...	Member Educational Sub-Committee	Ditto ...	Kandansiyán.
53	Díwán Harnám Singh ...	Member Municipal Committee	Ditto ...	Pasrúr.
54	Bahawal Bakhsh ...	Zaildár ...	Ditto ...	Baddoke.
55	Lálá Gandá Mal ...	Member of Committee	Ditto ...	Jámke.
56	Bawá Dúla Singh ...	Raís ...	Ditto ...	Nárowál.
57	Lálá Gandá Sháh ...	Member Municipal Committee	Ditto ...	Pasrúr.
58	Badhawá Singh ...	Offg. Tahsíldár ...	Ferozepore ...	Muktsar.
59	Iláhí Bakhsh ...	Ditto ...	Ditto ...	Ferozepore.
60	Lálá Jotí Mal ...	Member Municipal Committee	Ditto ...	Ditto.
61	Munshí Ghaní Khán ...	Tahsíldár ...	Ditto ...	Moga.
62	Bawá Fath Singh ...	Ditto ...	Ditto ...	Zírá.
63	Munshí Ghulám Qádir ...	Náib-Tahsíldár ...	Ditto ...	Do.
64	Munshí Rajab 'Alí ...	Ditto ...	Ditto ...	Moga.
65	Sardár Zulfikár Khán ...	Extra Asstt. Commr.	Gujránwála...	Gujránwála.
66	Amar Náth ...	Tahsíldár ...	Ditto ...	Ditto.
67	Iláhí Bakhsh ...	Náib-Tahsíldár ...	Ditto ...	Ditto.

No.	Name	Rank and Designation	District	Tahsil or Village
		Lahore Circle—*concluded*		
68	.....	Tahsíldár ...	Gujránwála...	Háfizábád.
69	Lálá Har Naráyan ...	Member of Committee	Ditto ...	Rámnagar.
70	Chaudharí Ghulám Haidar	Zaildár	Ditto ...	Papraguraia.
71	Saiyid Malang Sháh ...	Lambardár ...	Ditto ...	Nadála Pakka.
72	„ Jíwan Sháh ...	Ditto ...	Ditto ...	Ditto.
73	Ráe Thándí Rám ...	Extra Asst. Commr.	Lahore ...	Kasúr.
74	Munshí Jagan Náth ...	Tahsíldár ...	Ditto ...	Ditto.
75	Maulaví Muhammad Ashraf ...	Ditto ...	Ditto ...	Chúnián.
76	Munshí Tulsí Rám ...	Náib-Tahsíldár ...	Ditto	
77	Pandit Harí Kishan ...	Tahsíldár ...	Ditto ...	Lahore.
		Rawalpindi Circle		
1	Sardár Hírá Singh ...	Raís ...	Ráwalpindí...	Dorá Badal.
2	Lálá Rám Jawáyá ...	Ditto ...	Ditto ...	Gujar Khán.
3	Qází Bágh 'Alí ...	Lambardár ...	Ditto ...	Khárián.
4	Chaudharí Muqarrab Khán	Ditto ...	Ditto ...	Guliyána.
5	Sardár Khán ...	Ditto ...	Ditto ...	Narálí.
6	Bábá Jíwan Singh ...	Bedi ...	Ditto ...	Sukho.
7	Lálá Bishan Dás ...	Raís ...	Ditto ...	Saidpur.
8	Zamán Mahdí Khán ...	Ditto ...	Jhelum ...	Dárápur.
9	Sharf Alí Khán ...	Lambardár ...	Ditto ...	Akra Moshá.
10	Sardár Kartár Singh ...	Raís ...	Ditto ...	Wahálí.
11	„ Harí Singh ...	Ditto ...	Ditto ...	Ditto.
12	Sher Muhammad Khán...	Ditto ...	Sháhpur ...	Mitha Tewána.
13	Ala Yár Khán ...	Lambardár ...	Ditto ...	Kot Gul.
14	Muhammad Khán ...	Ditto ...	Ditto ...	Sadá Kamloh.
15	Sharífulla Khán ...	Raís ...	Pesháwar ...	Charukáin.
16	Qází Faiz 'Alam ...	Ditto ...	Hazára ...	Shikandarpur.
17	Lál Khán ...	Lambardár ...	Ditto ...	Balákot.

No.	Name	Rank and Designation	District	Tahsil or Village
		Mooltan Circle		
1	'Abdul Majíd Khán ...	Lambardár ...	Mooltan ...	Dínwáh.
2	Devi Dittá ...	Tahsíldár ...	Montgomery	Montgomery.
3	Fazl Sháh ...	Member of Committee	Ditto ...	Pindí Shaikh Músa.
4	Bullo Khán ...	Zaildár ...	Ditto ...	Kandúwála.
5	Ráe Sajjan ...	Member of Committee	Ditto ...	Saiyidwála.
6	Bahádar Sháh ...	Zaildár ...	Jhang ...	Ranjoa.
7	Haidar Sháh ...	Ditto ...	Ditto ...	Rajoa.
8	Pír Kamál ...	Ditto ...	Ditto ...	Kot Isá Sháh.
9	Haidar Khán ...	Ditto ...	Ditto ...	Kot Shákir.
10	Pandit Naráyan Dás ...	Tahsíldár ...	Muzaffargarh	'Alípur.
11	Mirzá Murád 'Alí ...	Ditto ...	Ditto ...	Sanáwán.
12	Rája Aurangzeb ...	Ditto ...	Ditto ...	Muzaffargarh.
13	Sardár Jíwan Singh ...	Náib-Tahsíldár ...	Ditto ...	Ditto.
14	Ghulám Husain ...	Ditto ...	Ditto ...	Sanáwán.
15	Mián Mahbúb ...	Honorary Magistrate	Ditto ...	Gurmání.
16	Mahr Jalál-ud-dín ...	Zaildár ...	Ditto ...	Amírpur.
17	Ahmad Yár ...	Ditto ...	Ditto ...	Damarwála (N.)
18	Ghulám Nabí ...	Ditto ...	Ditto ...	Manna.
19	Ahmad Yár ...	Ditto ...	Ditto ...	Dáirah Din Panáh.
20	Nazar Sháh ...	Ditto ...	Ditto ...	Ahsánpur.
21	Shaikh Ghulám Muhammad ...	Tahsíldár ...	D. I. Khán ...	Bakhar.
22	Lálá Prem Dás ...	Member of Committee	Ditto ...	Karor.
23	„ Chiman Lál ...	Ditto ...	Ditto ...	Ditto.
24	Imám Bakhsh Khán ...	Nawáb ...	D. G. Khán...	Rojhán.
25	Muhammad Khán ..	Sardár ...	Ditto ...	Cholí.
26	Míran Khán ...	Ditto ...	Ditto ...	Asur.
27	Punú Lál ...	Tahsíldár ...	Ditto ...	Sanghár.

No.	Name	Rank and Designation	District	Tahsil or Village
		Mooltan Circle		
28	Ghulám Hasan Khán ...	Tahsíldár ...	D. G. Khán...	Jámpur.
29	Shaikh Rahím Bakhsh ..	Ditto ...	Ditto ...	Rájanpur.
30	Malik Khushí Rám ...	Náib-Tahsíldár ...	Ditto ...	Dera Ghází Khán.
31	Díwán Kanhaíyá Lál ..	Ditto ...	Ditto ...	Jámpur.
32	Malik Muhammad Yár ...	Zaildár ...	Ditto ...	Dájil.
33	Chaudharí Sidhú Rám ...	Ditto ...	Ditto ...	Shikárpur.
34	Mían Bassí ...	Kárdár ...	Ditto ...	Kot Chatha.

W. R. M. HOLROYD, Lieut.-Colonel,

Director of Public Instruction, Punjab.

STATEMENTS.

EDUCATION.—GENERAL FORM I.

Return of Colleges, Schools and Scholars for the official year 1882-83.

Area and Population of the Province					Colleges, Schools and Scholars	University Education	Secondary Education		Primary Education	Special or Technical Education					Average number of square miles of cultivated area to each School			Percentage of Schools and Scholars to population		
Number of Districts	Number of Divisions	Total area	Cultivated area	Total population		Colleges	High Schools	Middle Schools	Primary Schools	Training College	Schools of Art	Medical Schools	Normal Schools	Industrial Schools	High Schools	Middle Schools	Primary Schools	High Schools	Middle Schools	Primary Schools
1	2	3	4	5	6	7	8	9	10	11*a*	11*b*	11*c*	11*d*	11*e*	12	13	14	15	16	17
32	10	107,010	36,656	18,842,264	*Institutions* — For Males	2	25	206	1,559	1	1	1	4	3	1,466	178	23	·0001	·0011	·0082
					Institutions — „ Females ...	...	1	4	321	...	...	...	4	1	36,656	9,164	114	...	...	·0018
					Total ...	2	26	210	1,880	1	1	1	8	4	1,410	174	19	·0001	·0011	·0100
					Scholars — Males	113	674	6,088	98,696	57	55	152	197	78	...	...	...	·0035	·0323	·5238
					Scholars — Females ...	...	1	22	9,803	...	...	...	110	24	...	...	...	...	·0001	·0529
					Total ...	113	675	6,110	1,08,499	57	55	152	307	102	...	...	...	·0035	·0324	·5767

(1)

Return of Colleges, Schools and

CLASS OF INSTITUTIONS	GOVERNMENT INSTITUTIONS							AIDED INSTI		
					No. of Scholars on 31st March learning					
	Number of Institutions	Number of scholars on the rolls on 31st March	Average Number on the rolls during the year	Average daily attendance	English	A classical language	A vernacular language	Number of Institutions	Number of scholars on the rolls on 31st March	Average Number on the rolls during the year
1	2	3	4	5	6	7	8	9	10	11
UNIVERSITY EDUCATION										
ARTS COLLEGES—										
English	1	103	108	90	103	103	...	1	10	9
COLLEGES OR DEPTS. OF COLLEGES FOR PROFESSIONAL TRAINING—										
Teachers	1	57	56	48	22	35	35	...	...	...
SECONDARY EDUCATION										
HIGH AND MIDDLE SCHOOLS—										
For Boys — High Schools — English...	10	446	451	389	425	446	221	14	206	194
For Boys — High Schools — Vernacular	1	22	22	21	...	22	22	...	...	...
For Boys — Middle Schools — English...	54	2,208	2,305	1,938	2,142	2,208	2,208	24	969	984
For Boys — Middle Schools — Vernacular	128	2,911	3,061	2,595	...	2,911	2,911	...	...	...
For Girls — High Schools — English...	...	...	...	...	...	...	...	1	1	1
For Girls — Middle „ — English...	...	...	...	...	...	...	...	4	22	20
PRIMARY EDUCATION										
For Boys — English	117	15,725	14,950	12,384	3,710	5,618	15,725	89	8,765	8,438
For Boys — Vernacular	1,317	73,180	69,326	55,834	...	19,780	73,180	86	1,026	1,036
For Girls — English	1	18	14	13	18	...	...	15	703	734
For Girls — Vernacular	141	3,674	3,633	2,747	...	1,150	2,937	164	5,408	5,441

9	10	10	...	2	113	113	113	...	1	3	85	15	9	...
...	...	...	...	1	57	22	35	35	...	...	42	10	5	...
160	206	196	203	24	652	631	642	424	33	7	385	166	60	1
...	...	...	...	1	22	...	22	22	...	...	14	6	2	...
816	969	951	969	78	3,177	3,111	3,159	3,177	45	110	1,973	817	226	6
...	...	...	...	128	2,911	...	2,911	2,911	...	...	1,602	995	314	...
1	1	1	...	1	1	1	1	...	1	...	...	...	...	...
19	22	12	2	4	22	22	12	2	20	2	...	...	...	...
6,932	4,968	4,123	7,517	206	24,490	8,678	9,741	23,242	272	188	14,712	7,755	1,581	32
744	39	62	1,026	1,353	74,206	39	19 842	74,206	...	142	36,479	30,013	6,642	230
653	629	80	225	16	721	647	80	225	509	200	2	...	...	10
3,999	5	355	5,408	305	9,082	5	1,505	8,345	...	124	3,138	3,793	1,810	217

SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING—										
School of Art	1	55	49	40	...	...	25	...	...	...
Medical School	1	152	155	143	74	...	78	...	...	...
Normal Schools for Masters	3	161	156	140	...	161	161	1	36	35
Normal Schools for Mistresses... ...	...	...	...	...	...	...	...	4	110	122
Industrial Schools	2	66	77	68	...	...	...	2	36	39
Total ...	1,778	98,778	94,363	76,450	6,494	[illegible]	97,[illegible]	[illegible]	17,29[illegible]	17,[illegible]

RAL FORM 2.

Scholars for the official year 1882-83.

TUTIONS						GRAND TOTAL OF SCHOLARS ON 31ST MARCH LEARNING			CLASSIFICATION ACCORDING TO RACE OR CREED OF THE SCHOLARS ON 31ST MARCH					
Average daily attendance	No. of Scholars on 31st March learning			Grand total of institutions	Grand total of scholars on 31st March									
	English	A classical language	A vernacular language			English	A classical language	A vernacular language	Europeans and Eurasians	Native Christians	Hindús	Muhammadans	Sikhs	Others
12	13	14	15	16	17	18	19	20	21*a*	22*b*	23*c*	24*d*	25*e*	26*f*
...	...	...	...	1	55	...	...	25	...	2	15	26	12	...
...	...	...	...	1	152	74	...	78	2	6	84	47	13	...
29	14	36	36	4	197	14	197	197	...	6	105	66	20	...
99	2	25	103	4	110	2	25	103	2	10	36	40	22	...
85	...	...	...	4	102	...	...	...	...	1	1	98	...	2
13,496	6,865	5,851	15,489	2,133	1,16,070	13,359	38,285	1,12,092	885	801	58,673	43,847	10,666	1,198

Return of Expenditure on Educational

CLASS OF INSTITUTIONS	EXPEN								
	GOVERNMENT INSTITUTIONS							AIDED	
	Provincial Revenues	Local rates or cesses	Endowments	Fees	Municipal Grants	Other Sources	Total	Provincial Revenues	Local rates or cesses
1	2a	2b	2c	2d	2e	2f	2	3a	3b
UNIVERSITY EDUCATION									
ARTS COLLEGES—									
ENGLISH	44,685	...	...	1,941	...	...	46,626	6,900	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING—									
TEACHERS	12,413	3,568	...	...	...	...	15,981	...	...
SECONDARY EDUCATION									
HIGH AND MIDDLE SCHOOLS—									
FOR BOYS — English ...	1,27,880	6,221	2,824	21,671	9,784	2,401	1,70,781	37,041	30
FOR BOYS — Vernacular ...	3,877	33,267	...	4,381	15,707	13	57,245	...	...
FOR GIRLS — English	...	...	...	...	...	...	...	1,650	...
FOR GIRLS — Vernacular ...	...	...	...	...	...	...	...	...	...
PRIMARY EDUCATION									
PRIMARY SCHOOLS—									
FOR BOYS ... English	31,814	6,990	2,204	34,488	37,264	1,587	1,14,347	38,319	6
FOR BOYS ... Vernacular ...	976	2,33,810	...	17,374	24,703	1,460	2,78,323	960	...
FOR GIRLS — English	480	...	...	...	340	140	960	25,043	...
FOR GIRLS — Vernacular ...	2,221	7,824	125	1	6,979	536	17,686	16,213	1,237
SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING—									
SCHOOL OF ART	12,599	...	...	...	...	...	12,599	...	...
MEDICAL SCHOOL	55,700	...	...	...	2,458	916	59,074	...	...

...	193	900	5,346	13,339	51,585	8,380	59,965	3·68	431·11	413·12	1,483·2	766·11
...	...	...	...	...	12,413	3,568	15,981	0 98	285·6	221·10	...	...
2,392	13,647	3,915	30,861	87,886	1,64,921	93,746	2,58,667	15·92	61·15	46·6	75·10	31·7
...	...	...	...	...	3,877	53,368	57,245	3 52	18·9	1·4	...	...
...	2,440	...	2,631	6,721	1,650	5,071	6,721	0 41	...	...	292·8	71·12
...	...	...	...	...	...	...	...	...	...	...	...	...
2,572	19,167	2,493	24,359	86,921	70,133	1,31,135	2,01,268	12 38	7·10	2·2	10·8	4·1
848	...	600	5,166	7,074	1,936	2,83,461	2,85,397	17 53	4·0	...	6·13	0·15
...	17,824	590	24,593	68,050	25,523	43,487	69,010	4 24	68·9	34·5	92·11	34·2
576	94	3,452	33,901	55,473	18,434	54,725	73,159	4 49	4·14	0·10	10·3	3·0
...	...	...	...	...	12,599	...	12,599	0 77	257·2	257·2	...	...
...	...	...	...	...	55,700	3,374	59,074	3 63	381·2	359·6	...	...

SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING.—(*Concluded*)									
NORMAL SCHOOLS FOR MASTERS ...	3,132	8,922	...	...	...	...	12,054	2,700	...
NORMAL SCHOOLS FOR MISTRESSES ...	...	...	...	...	...	...	...	11,712	...
INDUSTRIAL SCHOOLS	...	324	...	...	660	310	1,354	300	...
UNIVERSITY	...	...	...	...	...	...	...	21,000	...
DIRECTION	42,068	...	...	...	...	...	42,068	...	...
INSPECTION	66,803	56,192	...	...	60	279	1,23,334	...	...
SCHOLARSHIPS — COLLEGES ...	9,976	3,864	423	...	82	4,786	19,131	(*a*) 222	...
SCHOLARSHIPS — SCHOOLS ...	27,080	42,195	1,908	...	7,328	2,154	80,665	4,244	1,222
BUILDINGS	16,261	47,907	...	...	35,853	...	1,00,021	13,700	...
MISCELLANEOUS	9,152	...	...	...	293	59,308	68,753	5,386	...
TOTAL ...	4,67,117	4,51,144	7,484	79,856	1,41,511	73,890	12,36,416	1,85,390	2,495

(*a*). Includes Rs. 114 on account of scholarships given in the Oriental College, Lahore.

RAL FORM 3.

Establishments for the official year 1882-83.

DITURE									AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL				
INSTITUTIONS									GOVERNMENT INSTITUTIONS		AIDED INSTITUTIONS		
Endowments	Fees	Municipal Grants	Other sources	Total	Total Government expenditure	Total expenditure from other sources	Grand Total of expenditure	Percentage on Total expenditure	Total cost	Cost to Government	Total cost	Cost to Government	REMARKS
3c	3d	3e	3f	3	4	5	6	7	8	9	10	11	12
...	90	...	6,307	9,097	5,832	15,319	21,151	1 30	77-4	20-1	259 15	77-2	
...	180	150	2,725	14,767	11,712	3,055	14,767	0 98	.	...	121-1	96-0	
...	...	...	537	837	300	1,891	2,191	0·13	17-9	...	21-7	7-11	
...	...	...	...	21,000	21,000	...	21,000	1 29	...	...	...	...	
...	...	...	...	...	42,068	...	42,068	2·58	...	..	...	...	
...	...	...	...	...	66,803	56,531	1,23,334	7 58	...	..	. .	...	
...	...	...	601	823	10,198	9,756	19,954	1 22	..	...	. .	...	
10	413	2,677	5,263	13,829	31,324	63,170	94,494	5 81	...	...	.	...	
...	.	...	..	13,700	29,961	83,760	1,13,721	6 99	...	...	...	...	
...	...	...	100	5,486	11,538	59,701	74,239	4 57	...	...	...	...	
5,898	54,048	14,782	1,42,390	4,05,003	6,52,507	9,73,498	16,26,005	...	..	...		...	

GENERAL FORM 4.

Return showing the result of prescribed Examinations during the official year 1882-83.

NATURE OF EXAMINATION	No. of Institutions sending Examinees			No. of Examinees				No. passed				Percentage of Passed Scholars on total number on Rolls at beginning of the year	
	Government Institutions	Other Institutions	Total	Government Institutions	Other Institutions	Private Students	Total	Government Institutions	Other Institutions	Private Students	Total	Government Institutions	Other Institutions
1	2	3	4	5	6	7	8	9	10	11	12	13	14
ARTS COLLEGES—													
Master of Arts and M. O. L. ...	1	...	1	2	...	6	8	...	...	6	6	...	...
Bachelor of Arts and B. O. L. ...	1	...	1	14	...	8	22	5	...	2	7	23·8	...
First Arts and Intermediate ...	1	1	2	31	6	18	55	14	5	5	24	17·9	71·4
SCHOOLS—													
Matriculation	11	13	24	211	111	*119	452	109	41	*21	171	29·7	29·3
Middle School Examination { Boys ...	173	24	197	1,264	264	*246	1,774	1,070	198	*163	1,431	23·4	24·4
Middle School Examination { Girls ...	...	...	...	...	...	1	1	...	...	...	...	...	...
Upper Primary School Examination ... ... { Boys ...	1,256	41	1,297	5,557	523	...	6,080	3,867	370	...	4,237	26·1	27·1
Upper Primary School Examination ... ... { Girls† ...	10	12	22	21	63	...	84	11	†47	...	58	7·8	14·6
Lower Primary School Examination ... ... { Boys ...	1,396	123	1,519	10,922	901	...	11,823	7,859	704	...	8,563	11·2	8·6
Lower Primary School Examination ... ... { Girls† ...	77	42	119	171	112	...	283	33	†71	...	104	0·8	1·2

* Including students from Government and Aided institutions, such as Normal schools which do not specially prepare candidates for these examinations, and schools not under regular inspection and situated mostly in Native States.

† 34 out of 47 who passed the Upper Primary school examination and 45 out of 71 who passed the Lower Primary school examination were Europeans.

SUBSIDIARY FORMS.

DISTRICT	NAME OR CLASS OF INSTITUTIONS	No. of institutions	No. of Scholars on the rolls on 31st March: Reading for Degree	Reading for First Arts Licentiate or corresponding examination	Total	Average No. on the rolls during the year	Average daily attendance	Classification according to Race or Creed of the Scholars on 31st March: Europeans & Eurasians	Native Christians	Hindus	Muhammadans	Sikhs	Others
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
	ARTS COLLEGES—												
Delhi ...	ENGLISH—AIDED	1	2	8	10	9	9	...	...	9	1	...	...
Lahore ...	ENGLISH—GOVERNMENT	1	25	78	103	108	90	1	3	76	14	9	...
	GRAND TOTAL ARTS COLLEGES ...	2	27	86	113	117	99	1	3	85	15	9	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING—												
	TEACHERS—GOVERNMENT ..	1	...	...	57	56	48	...	...	42	10	5	...
	GRAND TOTAL ALL COLLEGES...	3	27	86	170	173	147	1	3	127	25	14	...

FORM No. I.

for the official year 1882-83.

No. of Scholars on 31st March, Learning					Expenditure							Annual cost of educating each Scholar		Remarks
English	Urdú	Arabic	Persian	Sanskrit	Grants from Provincial Revenues	Local rates or cesses	Endowments	Fees	Municipal grants	Other sources	Total	Total cost	Cost to Government	
8a	8b	8c	8d	8e	9a	9b	9c	9d	9e	9f	9	10	11	
10	...	...	9	1	*6,900	...	...	193	900	5,346	13,339	1,482-2	766-11-0	*Includes Rs. 2,000 on account of physical and chemical apparatus purchased for the College.
103	...	23	72	30	44,685	...	...	1,941	...	...	46,626	431-11	413-12-0	
113	...	23	81	31	51,585	...	...	2,134	900	5,346	59,965	512-8-0	440-14-0	
22	35	...	35	...	12,413	3,568	...	...	...	...	15,981	285-6-0	221-10-0	
135	35	23	116	31	63,998	3,568	...	2,134	900	5,346	75,946	439-0-0	369-15-0	

Statistical Return of High and Middle Schools (English and Vernacular) for boys,

DISTRICT	NAME OR CLASS OF INSTITUTIONS	No. of institutions	No. of Scholars on the Rolls on 31st March			Average No. on the rolls during the year	Average Daily attendance	Classification according to Race or Creed of the Scholars on 31st March					
			In High School	In Middle School	Total			Europeans & Eurasians	Native Christians	Hindús	Muhammadans	Sikhs	Others
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
	ENGLISH SCHOOLS—												
DELHI ...	GOVERNMENT	4	76	126	202	215	171	...	3	141	56	2	...
	AIDED	3	11	79	90	94	78	...	31	55	4	...	...
	TOTAL FOR THE DISTRICT ...	7	87	205	292	309	249	...	34	196	60	2	...
GURGAON ...	GOVERNMENT	2	18	73	91	94	80	...	...	83	8	...	..
KARNAL ...	GOVERNMENT	2	...	44	44	50	41	...	...	35	9	..	...
HISSAR ...	GOVERNMENT	2	...	29	29	34	27	...	...	24	5	...	...
ROHTAK ...	GOVERNMENT	2	...	46	46	48	42	...	...	39	7	...	...
SIRSA ...	GOVERNMENT	2	...	26	26	27	23	...	...	21	4	1	...
UMBALLA ...	GOVERNMENT	3	...	103	103	110	94	...	...	67	25	11	...
	AIDED	3	8	43	51	54	46	...	1	38	11	1	
	TOTAL FOR THE DISTRICT ...	6	8	146	154	164	140	...	1	105	36	12	
LUDHIANA ..	GOVERNMENT	3	58	83	141	143	126	...	...	71	52	18	...
	AIDED	2	14	55	69	65	55	...	3	43	21	2	...
	TOTAL FOR THE DISTRICT ...	5	72	138	210	208	181	...	3	114	73	20	...
SIMLA ...	GOVERNMENT	2	...	22	22	25	22	...	...	12	8	2	..
	AIDED (FOR NATIVES) ...	...	..	...	...	...	...	...	...	...	...	...	...
	AIDED (FOR EUROPEANS, &C.)	2	22	26	48	43	40	48	...	...	...	...	...
	TOTAL FOR THE DISTRICT ...	4	22	48	70	68	62	48	...	12	8	2	...

202	202	202	...	62	62	...	15,782	187	2,824	2,121	471	...	21,388	99-7	73-6	30	26
90	90	90	...	...	30	...	3,377	...	...	817	...	5,164	9,358	99-9	35-15	3	21
292	292	292	...	62	92	...	19,159	187	2,824	2,938	471	5,164	30,743	99-8	62-0	33	47
91	91	91	4	2	59	...	4,579	45	...	841	120	...	5,585	59-7	48-11	6	10
44	44	44	...	21	...	...	4,200	...	...	318	506	...	5,024	100-8	84-0	...	5
29	29	29	...	...	...	...	2,357	173	...	285	221	...	3,036	89-5	69-5	...	3
46	46	46	...	...	...	...	2,599	499	...	372	450	...	3,920	81-11	54-2	...	14
26	26	26	...	...	...	...	2,002	...	...	173	601	...	2,776	102-13	74-2	...	5
103	102	102	...	...	...	...	6,159	660	...	589	...	39	7,447	67-11	56-0	...	19
51	51	51	...	...	...	...	1,320	...	102	267	...	1,582	3,271	60-9	24-7	...	6
154	153	153	...	...	...	...	7,479	660	102	856	...	1,621	10,718	65-6	45-10	...	21
54	123	123	...	62	60	...	5,439	977	...	1,187	1,674	...	9,277	64-14	38-0	8	25
69	69	69	...	...	35	...	1,980	...	...	366	690	2,224	5,260	80-15	80-7	3	17
123	192	192	...	62	95	...	7,419	977	...	1,553	2,364	2,224	14,537	69-14	35-11	11	42
22	22	22	...	...	...	...	2,309	...	...	213	...	155	2,677	107-1	92-6	...	4
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
48	48	...	22	...	...	48	5,100	...	2,200	6,858	..	...	14,158	329-4	118-10	3	10
70	70	22	22	...	...	48	7,409	...	2,200	7,071	...	155	16,835	247-9	103-14	3	14

JULLUNDUR	Government	2	...	77	77	77	68	...	...	49	22	6	...	
	Aided	3	19	123	142	152	116	...	3	76	54	8		1
	Total for the District	5	19	200	219	229	184	...	3	125	76	4		1
HOSHIAR-PUR ...	Government	2	48	118	166	169	138	...	2	110	45	9	...	
KANGRA ...	Government	2	...	43	43	45	38	...	...	35	8	...	...	
	Aided	1	...	5	5	5	4	...	1	3	1	...	...	
	Total for the District	3	...	48	48	50	42	...	1	38	9	...	...	
AMRITSAR...	Government	3	36	173	209	228	200	...	...	117	51	40		1
	Aided	3	19	65	84	81	61	...	1	41	26	16	...	
	Total for the District	6	55	238	293	309	261	...	1	158	77	56		1
GURDASPUR	Government	6	34	189	223	225	198	...	...	127	65	31	...	
	Aided	1	...	3	3	5	5	...	3	...	...	...	...	
	Total for the District	7	34	192	226	230	203	...	3	127	65	31	...	
SIALKOT ...	Government	2	...	60	60	58	52	...	...	35	18	7	...	
	Aided	2	22	46	68	66		...	...	33	26	7		2
	Total for the District	4	22	106	128	124	104	...	...	68	44	14		2

77	75	75	...	...	...	...	2,170	187	...	453	311	...	3,121	40·8	28·3	...	14
142	142	142	...	...	...	..	2,784	...	...	939	270	2,066	6,059	39·14	18·5	6	15
219	217	217	...	...	...	...	4,954	187	...	1,392	581	2,066	9,180	40·1	21·10	6	29
166	155	155	...	34	57	...	6,785	...	...	1,531	...	...	8,316	49·3	40·2	10	28
43	43	43	...	...	...	...	2,374	693	...	314	...	...	3,381	75·2	52·12	...	10
5	5	5	...	...	...	...	388	...	...	14	...	375	777	155·6	77·10	...	3
48	48	48	...	...	...	...	2,762	693	...	328	...	375	4,158	83·2	55·4	...	13
209	173	205	...	45	55	...	13,965	362	...	2,157	396	...	16,880	74·0	61·4	7	35
84	84	84	...	16	42	...	2,820	...	90	75	...	3,080	6,065	74·14	34·13	3	15
293	257	289	...	61	97	...	16,785	362	90	2,232	396	3,080	22,945	74·4	54·5	10	50
223	181	215	10	23	68	...	8,403	486	...	1,602	1,230	..	11,721	52·1	37·6	11	38
3	3	3	...	...	...	...	240	...	...	61	...	1,337	1,638	327·10	48·0	1	3
226	184	218	10	23	68	...	8,643	486	...	1,663	1,230	1,337	13,359	58·1	37·9	12	41
60	60	60	...	...	9	...	359	524	...	47	650	...	1,580	27·4	6·3	...	12
68	68	68	...	...	...	..	1,560	30	...	262	75	1,765	3,692	55·15	23·10	4	7
128	128	128	...	...	9	...	1,919	554	...	309	725	1,765	5,272	42·8	15·8	4	19

LAHORE ...	Government	4	80	198	278	270	251	...	...	179	80	19	...
	Aided (for Natives) ...	2	41	102	143	135	118	...	9	91	33	10	...
	Aided (for Europeans, &c.)	2	8	7	15	15	12	15	...	...	...	...	...
	Total for the District	8	129	307	436	420	381	15	9	270	113	29	...
GUJRANWALA ...	Government	1	...	68	68	74	67	...	...	35	12	21	...
	Aided	3	18	99	117	114	97	...	3	59	46	9	...
	Total for the District ...	4	18	167	185	188	164	...	3	94	58	30	...
FEROZEPORE	Government	2	...	84	84	89	8	...	...	53	22	8	1
RAWALPINDI	Aided (for Natives) ...	2	13	78	91	90	74	1	51	17	22	...	...
	Aided (for Europeans, &c.)	2	2	11	13	13	1	13	...	...	...	...	...
	Total for the District ..	4	15	89	104	103	86	14	51	17	22	...	...
JHELUM ...	Government	2	...	81	81	84	68	...	...	56	19	6	...
GUJRAT ...	Government	2	44	97	141	143	126	1	...	75	52	13	...
	Aided	1	...	56	56	60	51	...	2	25	28	1	...
	Total for the District ...	3	44	153	197	203	177	1	2	100	80	14	...
SHAHPUR ...	Government	1	...	54	54	59	45	...	...	41	8	5	...

278	198	278	...	64	125	...	17,061	385	...	2,447	10	218	20,121	74·8	63·3	15	46
143	133	133	...	...	10	...	3,480	...	...	666	600	2,973	7,719	57·3	25·12	9	20
15	15	...	...	...	...	...	2,100	...	...	992	360	841	4,293	286·3	140·0	1	...
436	346	411	...	64	135	...	22,641	385	...	4,105	970	4,032	32,133	76·8	53·14	25	66
68	68	68	...	...	...	...	2,197	...	...	592	...	...	2,789	37·11	29·11	...	20
117	117	117	...	3	...	...	1,560	...	...	464	60	1,593	3,677	32·4	13·11	4	22
185	185	185	...	3	...	...	3,757	...	...	1,056	60	1,593	6,466	34·6	20·0	4	42
84	84	84	...	...	...	...	2,394	...	...	706	34	896	4,030	45·4	26·14	...	22
91	91	91	...	...	...	...	2,400	...	...	669	1,200	873	5,142	57·2	26·11	2	18
13	13	...	...	...	...	...	3,228	...	...	...	...	...	3,228	248·5	248·5	...	1
104	104	91	...	...	...	...	5,628	...	...	669	1,200	873	8,370	81·4	54·10	2	19
81	81	81	...	...	...	...	1,769	60	...	399	921	...	3,149	37·8	21·1	...	16
141	141	141	..	12	77	...	7,898	...	...	1,371	...	...	9,269	64·12	55·4	12	25
56	56	56	..	...	...	...	300	...	...	186	..	1,128	1,614	26·14	5·0	...	11
197	197	197	...	12	77	...	8,198	...	...	1,557	...	1,128	10,883	53·10	40·6	12	36
54	54	54	...	...	...	2.	1,321	...	...	462	...	...	1,783	30·4	22·6	...	13

PESHAWAR	AIDED	2	9	62	71	69	60	....	1	43	21	5	1
HAZARA ...	GOVERNMENT	1	...	18	18	19	16	...	1	7	6	4	...
KOHAT ...	GOVERNMENT	1	...	34	34	36	33	...	...	21	11	2	...
MOOLTAN ...	GOVERNMENT	3	19	99	118	122	104	...	1	94	20	2	1
	AIDED	2	...	64	64	73	58	...	1	51	12	...	...
	TOTAL FOR THE DISTRICT ...	5	19	163	182	195	162	...	2	145	32	2	1
JHANG ...	GOVERNMENT	4	33	130	163	169	156	...	...	125	29	9	...
MONTGOMERY ...	GOVERNMENT	1	...	18	18	21	18	...	...	12	3	3	...
MUZAFFARGARH ...	GOVERNMENT	1	...	24	24	26	23	...	...	14	6	4	...
DERA ISMAIL KHAN ...	GOVERNMENT	1	...	24	24	25	21	...	...	15	5	1	...
	AIDED	1	...	31	31	30	25	...	...	23	6	2	...
	TOTAL FOR THE DISTRICT ...	2	...	55	55	55	46	...	...	38	11	3	...

71	71	71	...	...	...	...	1,800	...	...	379	300	2,230	4,709	68 4	26 1	2	13
18	18	18	...	...	...	...	1,252	...	...	175	...	...	1,427	75·2	65·14	...	6
34	34	34	...	8	...	...	1 722	...	...	161	157	50	2,090	58·1	47·13	...	8
118	98	117	12	13	6	...	4,887	...	...	1,140	...	314	6,341	52·0	40·1	2	23
64	64	64	...	...	...	...	984	...	...	398	300	1,722	3,404	46·10	13·8	...	5
182	162	181	12	13	6	...	5,871	..	...	1,538	300	2,036	9,745	50·0	30·2	2	28
163	163	163	...	39	27	...	4,951	175	...	1,114	785	489	7,524	44 7	29·5	1	42
18	17	17	...	...	...	...	240	13	...	140	69	240	702	33·7	11·7		5
24	23	23	...	...	...	...	...	795	...	112	300	...	1,207	46·7	...	...	2
24	24	24	...	...	...	..	...	..	...	95	878	...	973	38·15	...	...	8
31	31	31	...	...	...	...	1,880	...	..	144	.	1,458	2,982	99·6	46·0	...	11
55	55	55	...	...	...	...	1,880	...	...	239	878	1,458	3,955	71·15	25·1	...	19

DERA GHAZI KHAN ...	GOVERNMENT	1	...	67	67	71	58	...	...	58	9	...	...	
BANNU ...	AIDED	1	...	14	14	14	12	..	...	9	4	1	..	
	Total Government Schools ...	64	446	2,208	2,654	2,756	2,327	1	7	1,751	668	224		3
	Total Aided Schools — *For Natives* ...	32	174	925	1,099	1,107	912	1	110	607	315	62		4
	Total Aided Schools — *For Europeans* ...	6	32	44	76	71	64	76	..	...	..	...	...	
	GRAND TOTAL ENGLISH SCHOOLS	102	652	3,177	3,829	3,934	3,301	78	117	2,358	983	286		7
	VERNACULAR SCHOOLS.													
DELHI ...	GOVERNMENT	6	..	132	132	139	116	...	...	110	22	...	...	
GURGAON ...	GOVERNMENT	7	...	140	140	144	119	..	...	95	44	1	...	
KARNAL ..	GOVERNMENT	3	...	58	58	60	49	...	...	36	22	...	...	
HISSAR ..	GOVERNMENT	2	...	11	11	13	10	...	...	6	5	..	...	
ROHTAK ...	GOVERNMENT	5	...	75	75	80	66	...	...	54	21	...	...	
UMBALLA ..	GOVERNMENT	11	...	165	165	170	134	...	...	77	69	19	...	
LUDHIANA...	GOVERNMENT	9	...	360	360	368	286	...	...	190	45	85	...	

67	67	67	...	...	...	...	2,706	...	...	554	...	...	3,260	45-15	38-2	...	11
14	14	14	...	...	...	...	240	...	...	90	60	450	840	60 0	17-2	...	...
2,567	2,442	2,607	26	385	605	...	1,27,880	6,221	2,824	21,671	9,784	2,401	1,70,781	61-15	46-6	102	489
1,099	1,089	1,089	...	19	117	...	26,613	80	192	5,797	3,555	30,020	66,207	59-13	24-1	37	187
76	76	...	22	...	...	48	10 428	...	2,200	7,850	360	841	21,679	305-5	146-14	4	11
3,742	3,607	3,696	48	404	722	48	1,64,921	6,251	5,216	35,318	13,699	33,262	2,58,667	65-12	41-15	143	687
...	132	132	...	...	...	...	...	2,834	...	316	772	...	3,922	28-3	...	...	28
...	140	140	...	..	...	...	...	3,108	...	159	609	...	3,876	26-15	...	...	41
...	58	58	...	26	...	...	...	880	...	153	265	...	1,306	21-12	...	...	19
...	11	11	...	...	...	...	...	290	...	50	349	...	689	53-0	...	...	2
...	75	75	..	...	...	...	...	1,871	...	131	969	...	2,971	37-2	...	...	21
...	165	165	...	...	...	...	...	2,430	...	266	2,275	...	4,971	29-4	...	...	31
...	250	250	...	...	...	...	...	2,212	...	524	948	...	3,684	13-12	...	...	41

JULLUNDUR	GOVERNMENT	...	...	11	22	315	337	383	322	...	...	172	126	39	...
HOSHIARPUR	GOVERNMENT	...	...	8	...	381	381	398	354	...	...	234	122	25	...
KANGRA ...	GOVERNMENT	...	...	2	...	37	37	36	24	...	...	36	1	..	...
AMRITSAR...	GOVERNMENT	...	...	5	...	74	74	69	58	...	...	29	31	14	...
GURDASPUR	GOVERNMENT	...	...	4	...	69	69	75	60	...	...	31	30	8	...
SIALKOT ...	GOVERNMENT	...	...	6	...	147	147	147	125	...	...	73	68	6	...
LAHORE ...	GOVERNMENT	...	...	6	...	152	152	173	157	...	...	57	63	32	...
GUJRAN-WALA ...	GOVERNMENT	...	...	3	...	73	73	76	69	...	...	50	12	11	...
FEROZEPORE	GOVERNMENT	...	...	4	...	94	94	98	82	...	...	35	32	27	...
RAWAL-PINDI ...	GOVERNMENT	...	...	6	...	129	129	131	107	...	...	44	58	27	...
JHELUM ...	GOVERNMENT	...	...	3	...	74	74	76	60	...	...	31	36	7	...
GUJRAT ...	GOVERNMENT	...	...	4	...	98	98	98	86	...	...	44	45	9	...
SHAHPUR ...	GOVERNMENT	...	...	3	...	44	44	43	31	...	...	33	8	3	...
PESHAWAR	GOVERNMENT	...	...	4	...	24	24	23	21	...	...	8	16	...	...

...	337	337	...	22	...	...	3,508	2,340	...	1,259	1,421	...	8,528	22-4	9-3	7	54
...	381	381	...	...	...	...	...	2,098	...	343	412	...	2,853	7-3	...	...	88
...	37	37	...	...	...	...	...	744	...	65	355	...	1,164	32 5	...	...	3
...	74	74	...	...	...	...	...	1,421	...	118	624	...	2,163	31-5	...	...	19
...	69	69	...	...	...	...	...	1,597	...	188	697	...	2,482	33-1	...	...	13
...	147	147	...	...	...	...	...	1,301	...	99	609	...	2,009	13-11	...	...	26
...	152	152	...	...	...	...	...	1,159	...	90	879	...	2,128	12-5	...	...	38
...	73	73	...	...	...	...	...	512	...	119	273	...	904	11-14	...	...	17
...	94	94	...	...	...	...	...	881	...	73	366	...	1,320	13-7	...	...	19
...	129	129	...	...	...	...	...	1,496	...	37	504	...	2,037	15-9	...	...	18
...	74	74	...	...	...	...	...	894	...	27	...	...	921	12-2	...	...	10
...	98	98	...	...	...	...	...	1,081	...	64	...	...	1,145	11-11	...	...	16
...	44	44	...	...	...	...	...	252	...	32	576	...	860	20-0	...	...	11
...	24	24	...	...	...	...	369	100	...	5	361	...	838	36-7	16-1	...	3

HAZARA ...	GOVERNMENT	1	...	18	18	18	15	...	...	8	9	1	...
MOOLTAN ...	GOVERNMENT	2	...	36	36	39	33	...	...	26	10	...	...
JHANG ...	GOVERNMENT	2	...	39	39	42	36	...	...	31	8	...	...
MONT-GOMERY...	GOVERNMENT	2	...	55	55	55	51	...	...	50	4	1	...
MUZAFFAR-GARH ..	GOVERNMENT	2	...	49	49	54	44	...	...	30	19	...	...
DERA ISMAIL KHAN ...	GOVERNMENT	2	...	54	54	55	43	...	...	35	19	...	...
DERA GHAZI KHAN ...	GOVERNMENT	4	...	89	89	93	80	...	...	36	53	...	...
BANNU ...	GOVERNMENT	2	...	29	29	27	24	...	...	25	3	1	...
	GRAND TOTAL VERNACULAR SCHOOLS	129	22	2,911	2,933	3,033	2,616	...	...	1,616	1,001	316	...
	GRAND TOTAL ENGLISH AND VERNACULAR SCHOOLS ...	231	674	6,088	6,762	7,017	5,919	78	117	3,974	1,984	602	7

FORM No. 2.

for the official year 1882-83.

No. of Scholars on 31st March Learning							Expenditure							Annual cost fo educating each Scholar		No. Passed	
English	Urdú	Persian	Hindí-Nágrí	Arabic	Sanskrit	Latin	Grants from Provincial Revenues	Local rates or cesses	Endowments	Fees	Municipal grants	Other sources	Total	Total Cost	Cost to Government	Matriculation or equivalent examination	Middle School examination
8a	8b	8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13
...	18	18	...	...	...	...	...	321	...	8	...	...	329	18-4	...	...	8
...	36	36	...	...	..	...	...	515	...	41	...	...	556	14-4	...	...	7
...	39	39	...	...	...	...	...	451	...	34	200	13	698	16-10	...	...	7
...	55	55	...	...	...	...	...	...	...	143	900	...	1,043	18-15	...	...	11
...	49	49	...	...	...	...	...	630	...	37	400	...	1,067	19-12	...	...	4
...	54	54	...	...	...	...	...	66	...	...	580	...	646	11-12	...	...	11
...	89	89	...	...	...	...	...	1,428	...	...	...	...	1,428	15-6	...	...	14
...	29	29	...	...	...	...	...	347	...	...	360	...	707	26-3	...	...	4
...	2,933	2,933	...	48	...	...	3,877	33,267	...	4,381	15,707	13	57,245	18-9	1-4	7	581
3,742	6,540	6,629	48	452	722	48	1,68,798	39,518	5,216	39,699	29,406	33,275	3,15,912	45-0	24-1	150	1,268

SUBSIDIARY FORM No. 3.

Statistical Return of Female High and Middle Schools (English and Vernacular) for the official year 1882-83.

DISTRICT	NAME OR CLASS OF INSTITUTIONS	No. of institutions	No. of Scholars on the rolls on 31st March			Average No. on the rolls during the year	Average daily attendance	Classification according to Race or Creed of the Scholars on 31st March		No. of scholars on 31st March Learning					Expenditure				Annual cost of educating each Scholar		No. passed	
			In High School	In Middle School	Total			Europeans & Eurasians	Native Christians	English	Urdú	French	Music	Persian	Grants from Provincial Revenues	Fees	Other sources	Total	Total cost	Cost to Government	Matriculation or equivalent examination	Middle School examination
1	2	3	4a	4b	4	5	6	7a	7b	8a	8b	8c	8d	8e	9a	9d	9f	9	10	11	12	13
	English Schools—																					
SIMLA ...	Aided ...	2	1	10	11	8	7	11	...	11	...	11	10	...	900	1,921	...	2,821	352-10-0	112-8-0	...	...
AMRITSAR ...	„ ...	1	...	2	2	4	4	...	2	2	2	...	...	2	480	219	1,591	2,290	572-8-0	120-0-0	...	...
RAWALPINDI	„ ...	2	...	10	10	9	9	10	...	10	...	...	...	...	270	300	1,040	1,610	178-14-0	30-0-0	...	...
	Total ...	5	1	22	23	21	20	21	2	23	2	11	10	2	1,650	2,440	2,631	6,721	292-3-0	71-12-0	...	...

Statistical Return of Primary Schools (English

DISTRICT	NAME OR CLASS OF INSTITUTIONS	No. of institutions	No of Schools on the Rolls on 31st March			Average No. on the rolls during the year	Average daily attendance	Classification according to Race or Creed of the Scholars on 31st March					
			In Upper Division	In Lower Division	Total			Europeans & Eurasians	Native Christians	Hindus	Muhammadans	Sikhs	Others
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
	ENGLISH SCHOOLS—												
DELHI ...	Government	7	326	709	1,035	998	814	...	4	609	420	2	...
	Aided	5	155	417	572	551	420	...	22	501	46	2	1
	Total for the District ...	12	481	1,126	1,607	1,549	1,234	...	26	1,110	466	4	1
GURGAON ...	Government	7	81	389	470	457	380	...	...	371	97	2	...
KARNAL ...	Do.	6	153	629	782	546	451	...	8	501	266	7	...
HISSAR ...	Do.	5	50	555	605	617	453	...	...	553	52	...	...
ROHTAK ...	Do.	6	86	413	499	502	416	..	1	333	151	14	...
SIRSA ...	Do.	2	35	195	230	236	210	...	...	184	44	2	...
UMBALLA ...	Government	6	182	602	784	713	571	...	1	609	141	33	...
	Aided	6	79	694	773	657	523	...	15	410	327	21	...
	Total for the District ...	12	261	1,296	1,557	1,370	1,094	...	16	1,019	468	54	...
LUDHIANA ...	Government	2	128	328	456	423	370	...	...	196	226	34	...
	Aided	4	92	345	437	416	333	2	15	221	181	18	...
	Total for the District ...	6	220	673	893	839	703	2	15	417	407	52	...
SIMLA ...	Government	2	37	119	156	179	147	...	...	101	51	4	...
	Aided (for Europeans and Eurasians) ...	2	27	30	57	61	56	57	...	...	...	...	...
	Total for the District ...	4	64	149	213	240	203	57	...	101	51	4	...

326	1,035	495	...	...	...	...	...	1,590	5	2,204	2,694	2,905	...	9,398	9-7	1-9	77	183
155	572	293	21	106	...	...	...	3,244	...	...	1,661	300	1,416	6,621	12-0	5-14	40	50
481	1,607	788	21	106	...	...	...	4,834	5	2,204	4,355	3,205	1,416	16,019	10-5	3-2	117	203
81	396	124	...	96	...	...	...	1,148	...	...	1,139	1,488	...	3,775	8-4	2-8	21	39
153	661	242	81	71	...	...	...	1,069	384	...	958	1,650	...	4,061	7-7	1-15	23	49
50	278	90	...	402	...	...	...	896	244	...	962	1,176	...	3,278	5-5	1-7	11	29
86	422	139	2	65	...	...	...	1,287	428	...	993	654	...	3,362	6-11	2-9	24	45
35	171	61	...	90	...	...	...	115	...	...	379	2,302	...	2,796	11-13	0-8	8	22
182	500	267	...	320	...	...	...	1,591	...	...	1,987	1,590	55	5,229	7-5	2-4	47	72
624	773	267	...	74	...	...	...	2,160	...	102	907	...	2,127	5,296	8-1	3-5	25	64
806	1,273	534	...	394	...	...	...	3,751	...	102	2,894	1,590	2,182	10,519	7-11	2-12	72	136
128	456	202	...	...	...	...	...	90	778	...	1,044	1,489	...	3,401	8-1	0-3	46	67
371	437	191	...	...	...	28	...	1,320	...	...	862	460	197	2,839	6-14	3-3	9	27
499	893	393	...	...	...	28	...	1,410	778	...	1,906	1,949	197	6,240	7-7	1-11	55	94
37	156	59	...	..	...	...	...	460	...	...	521	450	184	1,615	9-0	2-9	8	13
57	27	...	...	...	...	...	27	2,395	...	2,200	2,424	300	459	7,778	127-8	39-4	13	13
94	183	59	...	...	...	...	27	2,855	...	2,200	2,945	750	643	9,393	89-2	11-14	21	26

JULLUNDUR ...	GOVERNMENT	5	133	277	410	442	343	...	...	279	106	25	...
	AIDED	4	148	373	521	511	422	...	6	318	183	12	2
	TOTAL FOR THE DISTRICT ...	9	281	650	931	953	765	...	6	597	289	37	2
HOSHIARPUR ...	GOVERNMENT	5	119	364	483	466	395	...	5	271	187	20	...
KANGRA ...	GOVERNMENT	4	71	225	296	277	199	...	1	245	50	...	...
	AIDED	2	18	124	142	137	117	...	10	104	28	...	...
	TOTAL FOR THE DISTRICT ...	6	89	349	438	414	316	...	11	349	78	...	...
AMRITSAR ...	GOVERNMENT	8	235	1,246	1,481	1,342	1,125	...	1	904	343	231	2
	AIDED	6	99	501	600	595	473	...	6	322	88	184	...
	TOTAL FOR THE DISTRICT ...	14	334	1,747	2,081	1,937	1,598	...	7	1,226	431	415	2
GURDASPUR ...	GOVERNMENT	7	394	950	1,344	1,271	1,092	...	3	848	416	77	...
	AIDED	1	8	21	29	30	28	..	29	...	...	...	...
	TOTAL FOR THE DISTRICT ...	8	402	971	1,373	1,301	1,120	...	32	848	416	77	...
SIALKOT ...	GOVERNMENT	2	121	245	366	323	290	...	...	180	163	23	...
	AIDED	4	120	421	541	548	443	...	7	196	266	62	10
	TOTAL FOR THE DISTRICT ...	6	241	666	907	871	733	...	7	376	429	85	10

133	372	172	...	36	...	...	...	2,002	130	...	970	692	...	3,704	8-9	4-8	41	27
506	521	383	...	...	...	...	...	1,200	...	...	1,363	..	1,146	3,709	7-4	2-6	30	45
639	893	555	...	36	...	...	...	3,202	130	...	2,333	692	1,146	7,503	7-14	3-6	71	72
119	483	181	...	...	...	...	...	1,695	...	...	1,294	856	...	3,845	8-4	3-10	36	43
71	288	111	58	...	...	46	...	1,059	1,051	...	345	633	...	3,088	11-2	3-13	15	27
29	142	36	16	...	...	...	...	769	..	...	98	66	904	1,837	13-7	5-10	2	11
100	380	147	74	...	...	46	...	1,828	1,051	...	443	699	904	4,925	11-14	4-7	17	38
235	1,072	410	...	439	...	...	...	4,711	192	...	3,811	2,679	...	11,393	8-8	3-8	61	136
261	418	201	...	280	...	...	...	2,700	...	270	776	...	1,936	5,682	9-9	4 9	25	30
496	1,490	611	...	719	...	...	...	7,411	192	270	4,587	2,679	1,936	17,075	8-13	3-13	86	166
394	1,240	392	20	198	...	...	...	2,354	1,212	...	2,977	2,226	...	8,769	6-14	1-14	100	99
29	29	25	...	...	...	...	...	240	...	...	313	...	1,268	1,821	60-11	8-0	3	4
423	1,269	417	20	198	...	...	...	2,594	1,212	...	3,290	2,226	1,268	10,590	8-2	2-0	103	103
121	366	168	...	...	...	...	...	178	437	...	136	776	...	1,527	4-12	0-9	28	24
120	541	365	...	...	...	...	...	1,080	6	...	508	112	683	2,389	4-6	1-15	19	35
241	907	533	...	...	...	...	...	1,258	443	...	644	888	683	3,916	4-8	1-7	47	59

LAHORE ...	GOVERNMENT	7	310	888	1,198	1,176	1,047	...	...	611	523	64	...
	AIDED (FOR NATIVES) ...	27	122	1,392	1,514	1,413	1,250	...	9	1,052	387	66	...
	AIDED (FOR EUROPEANS AND EURASIANS) ...	2	28	111	139	112	96	134	...	...	...	...	5
	TOTAL FOR THE DISTRICT ...	36	460	2,391	2,851	2,701	2,393	134	9	1,663	910	130	5
GUJRANWALA ...	GOVERNMENT	4	109	246	355	340	295	...	...	181	115	59	...
	AIDED	6	150	799	949	943	794	...	16	516	318	98	1
	TOTAL FOR THE DISTRICT ..	10	259	1,045	1,304	1,283	1,089	...	16	697	433	157	1
FEROZEPORE ...	GOVERNMENT	4	122	490	612	585	476	...	...	348	220	38	6
RAWALPINDI ...	*GOVERNMENT	1	17	98	115	115	90	...	...	30	84	1	...
	AIDED (FOR EUROPEANS AND EURASIANS) ...	1	26	51	77	77	64	77	...	...	...	...	...
	AIDED (FOR NATIVES) ...	7	152	688	840	788	605	...	5	446	262	127	...
	TOTAL FOR THE DISTRICT ...	9	195	837	1,032	980	759	77	5	476	346	128	...
JHELUM ...	GOVERNMENT	2	127	466	593	557	421	...	...	345	199	48	1
GUJRAT ...	GOVERNMENT	2	102	255	357	328	292	...	...	205	126	27	...
	AIDED	1	81	276	357	353	315	...	4	118	218	17	...
	TOTAL FOR THE DISTRICT ...	3	183	531	714	681	607	...	4	323	344	44	...
SHAHPUR ...	GOVERNMENT	4	101	309	410	408	313	...	...	306	90	14	...

* School opened in February 1883.

310	1,198	511	...	36	...	...	...	2,818	253	...	3,383	1,208	74	7,736	6-9	2-6	79	141
1,265	903	617	210	402	...	42	...	3,600	...	...	2,018	...	2,961	9,474	6-11	2-9	30	63
139	107	...	...	...	...	...	1	3,100	...	...	2,072	...	1,421	6,593	58-14	27-11	13	12
1,714	2,208	1,128	210	438	...	42	1	9,518	253	...	8,368	1,208	4,456	23,803	8-13	3-8	122	216
109	346	177	...	9	...	...	...	1,719	...	...	1,001	1,027	...	3,747	11-0	5-1	41	59
183	749	267	...	222	...	29	...	1,080	...	...	973	...	1,901	3,954	4-3	1-2	29	42
292	1,095	444	...	231	...	29	...	2,799	...	...	1,974	1,027	1,901	7,701	6-0	2-3	70	101
192	570	210	6	94	...	...	...	307	...	...	1,577	2,223	529	4,636	7-15	0-8	29	62
17	115	37	...	...	...	...	...	...	...	...	...	64	...	64	0-9	...	...	...
77	77	...	...	...	...	...	...	8,555	...	...	...	...	...	8,555	111-2	111-2	9	13
533	778	456	...	62	...	...	...	1,440	...	...	2,013	300	845	4,598	5-13	1-13	29	81
627	970	493	...	62	...	...	...	9,995	...	...	2,013	364	845	13,217	13-8	10-3	38	94
127	473	201	64	68	...	...	...	1,008	236	...	952	1,661	...	3,857	6-15	1-13	43	64
102	357	141	...	117	...	...	...	597	720	...	1,022	584	...	2,923	8-15	1-13	44	39
112	357	163	...	...	...	...	...	300	...	...	413	...	841	1,554	4-7	0-14	13	29
214	714	304	...	117	...	...	...	897	720	...	1,435	584	841	4,477	6-9	1-5	57	68
101	426	164	...	...	...	...	...	1,395	...	...	1,140	945	...	3,480	8-8	3-7	23	45

PESHAWAR ...	AIDED	3	125	371	496	449	361	...	6	232	218	45	...
HAZARA ...	GOVERNMENT	1	30	47	77	82	70	...	3	22	43	9	...
KOHAT ...	GOVERNMENT	1	50	306	356	327	291	...	...	117	192	47	...
MOOLTAN ...	GOVERNMENT	6	189	477	666	678	561	...	2	436	212	12	4
	AIDED (FOR NATIVES)	2	71	221	292	331	252	...	2	211	77	2	...
	TOTAL FOR THE DISTRICT ...	8	260	698	958	1,009	813	...	4	647	289	14	4
JHANG ...	GOVERNMENT	3	156	405	561	554	492	2	...	365	168	26	...
MONTGOMERY ...	GOVERNMENT	2	49	120	169	130	115	...	...	97	48	24	...
MUZAFFARGARH	GOVERNMENT	1	28	95	123	96	74	...	2	55	61	5	...
DERA ISMAIL KHAN ...	GOVERNMENT	1	50	138	188	215	185	...	...	153	30	5	...
	AIDED	3	44	247	291	321	261	...	4	127	151	9	...
	TOTAL FOR THE DISTRICT ...	4	94	385	479	536	446	...	4	280	181	14	...

288	496	382	...	...	...	...	...	2,340	...	...	796	800	2,640	6,076	13·9	5·3	32	60
80	77	47	...	...	...	...	...	914	243	...	371	148	...	1,676	20·7	11·2	8	13
50	300	100	...	56	...	...	...	846	...	...	374	400	11	1,631	5·0	2·9	12	55
189	666	266	...	...	...	...	...	300	...	...	1,790	3,162	274	5,526	8·2	0·7	47	101
71	230	132	...	44	...	...	...	636	...	...	539	420	1,083	2,678	8·1	1·15	21	37
260	896	398	...	44	...	...	...	936	...	...	2,329	3,582	1,357	8,204	8·2	0·15	68	138
156	537	237	...	24	...	...	...	1,281	318	...	734	1,336	248	3,917	7·1	2·5	54	68
49	169	71	...	...	...	...	...	120	84	...	243	94	192	733	5·10	15·0	12	20
28	123	42	...	...	..	...	...	...	275	...	171	282	...	728	7·9	...	7	7
50	188	83	...	28	...	...	...	...	...	...	331	910	...	1,241	5·12	...	17	26
23	282	161	...	29	...	...	...	1,200	...	...	389	...	1,011	2,600	8·2	3·12	15	45
143	450	244	...	57	...	...	...	1,200	...	...	730	910	1,011	3,841	7·3	2·4	32	71

DERA GHAZI KHAN ...	GOVERNMENT	4	119	429	548	567	406	...	...	441	104	3	...
BANNU ...	AIDED	8	25	115	138	145	119	...	1	42	83	12	...
	Total Government Schools	117	3,710	12,015	15,725	14,950	12,384	2	31	9,896	4,927	856	13
	Total Aided Schools ... *For Natives* ...	84	1,489	7,003	8,492	8,188	6,716	2	157	4,816	2,828	675	14
	For Europeans and Eurasians ...	5	81	192	273	250	216	268	...	...	...	...	5
	GRAND TOTAL ENGLISH SCHOOLS ...	206	5,280	19,210	24,490	23,388	19,316	272	188	14,712	7,755	1,531	32
	VERNACULAR SCHOOLS.												
DELHI ...	GOVERNMENT	47	248	2,066	2,314	2,257	1,768	...	1	1,914	397	2	...
	AIDED	28	10	865	875	889	640	...	130	45	22	...	678
	TOTAL FOR THE DISTRICT ...	75	258	2,931	3,189	3,146	2,408	...	131	1,959	419	2	678
GURGAON ...	GOVERNMENT	64	321	2,885	3,206	2,900	2,239	...	1	2,298	901	6	...
KARNAL ...	Do.	31	138	1,047	1,185	1,242	986	...	...	693	473	19	...
HISSAR ...	Do.	21	82	698	780	707	530	...	...	569	201	10	..
ROHTAK ...	Do.	37	212	2,179	2,391	2,159	1,736	...	...	1,932	458	1	...
SIRSA ...	Do.	17	84	516	546	483	368	...	...	326	178	42	...

119	465	172	...	83	...	...	...	264	...	...	1,189	1,654	...	3,107	5·8	0·7	40	46
55	138	55	...	...	...	...	...	960	...	...	147	240	1,520	2,867	19·12	6·10	12	28
3,710	13,840	5,572	231	2,232	...	46	...	31,814	6,990	2,204	34,488	37,264	1,587	1,14,347	7·10	2·2	1,002	1,591
4,695	7,306	3,996	247	1,219	...	99	...	24,269	0	372	14,671	2,198	22,479	63,995	7·13	2·15	334	651
273	211	...	...	...	..	...	28	14,050	...	2,200	4,496	300	1,880	22,926	91·11	56·3	35	38
8,678	21,357	9,568	478	3,451	...	145	28	70,133	6,996	4,776	53,055	39,762	25,946	2,01,268	8·10	3·0	1,371	2,280
...	1,957	474	145	314	...	...	..	240	8,772	...	670	514	...	10,196	4·8	0·2	81	167
28	548	51	371	...	...	...	...	600	...	...	...	600	4,647	5,847	6·9	0·11	...	12
28	2,505	525	516	314	...	...	...	840	8,772	...	670	1,114	4,647	16,043	5·2	0·4	81	179
...	2,022	543	1,060	...	...	...	...	...	10,815	...	881	930	...	12,626	4·6	...	109	211
...	992	226	188	30	...	...	...	...	5,827	...	313	327	...	6,467	5·3	...	46	104
...	490	119	169	30	...	...	...	...	3,427	...	229	529	...	4,185	5·15	...	14	47
...	1,485	409	249	759	...	...	...	...	8,312	...	920	1,374	...	10,606	4·15	...	55	161
...	292	67	168	...	...	...	...	...	2,668	...	27	329	...	3,018	6·4	...	3	36

UMBALLA ...	GOVERNMENT	69	456	3,685	4,141	3,732	3,027	...	...	2,611	1,225	301	4
LUDHIANA ...	Do.	56	396	2,331	2,727	2,590	2,263	...	...	1,363	643	720	1
SIMLA ..	GOVERNMENT	4	20	131	151	159	130	...	...	117	34	..	..
	AIDED	8	14	137	151	147	104	...	4	144	3	...	...
	TOTAL FOR THE DISTRICT ...	12	34	268	302	306	234	...	4	261	37	.	..
JULLUNDUR ...	GOVERNMENT	87	693	3,429	4,122	4,102	3,486	...	...	2,017	1,725	370	10
HOSHIARPUR ...	Do.	81	907	3,468	4,375	4,108	3,563	..	4	2,835	1,297	234	5
KANGRA ...	Do.	30	292	1,498	1,790	1,768	1,174	...	...	1,619	170	1	..
AMRITSAR ...	Do.	62	498	2,612	3,110	2,986	2,477	...	...	1,135	1,151	821	3
GURDASPUR ...	Do.	86	518	3,296	3,814	3,612	2,891	...	...	1,737	1,618	458	1
SIALKOT ...	Do.	68	500	3,456	3,956	3,671	3,025	...	2	1,775	1,719	350	110
LAHORE ...	Do.	42	387	2,171	2,558	2,270	1,894	...	...	833	1,277	396	52
GUJRANWALA ...	Do	58	509	2,589	3,098	3,011	2,647	...	...	1,620	1,074	404	...
FEROZEPORE ...	Do.	45	318	2,341	2,659	2,191	1,814	...	...	905	967	771	16
RAWALPINDI ...	Do.	54	591	4,514	5,105	4,698	3,721	..	...	1,473	2,774	845	13
JHELUM ...	Do.	35	413	2,820	3,279	3,213	2,619	...	...	1,265	1,795	219	..

...	3,355	852	106	740	...	...	...	...	13,526	...	1,482	790	...	15,798	4-4	...	139	290
...	2,339	815	...	110	...	...	...	...	9,986	...	1,446	1,260	120	12,812	4-15	...	137	301
...	110	44	43	...	...	...	...	...	975	...	40	...	86	1,101	6-15	...	...	...
11	38	11	151	...	...	...	...	360	...	348	...	...	519	1,227	8-6	2-7	1	3
11	148	55	194	...	...	...	...	360	975	348	40	...	605	2,328	7-10	1-3	1	3
...	4,083	1,584	...	89	...	...	...	60	13,344	...	2,764	1,083	...	17,251	4-3	0-0 3	195	354
...	4,375	1,602	41	...	...	...	...	...	13,061	...	1,080	868	66	15,075	3-11	...	251	472
...	1,502	469	195	72	...	26	...	...	5,002	...	1	736	1,098	6,837	3-14	...	49	123
...	3,110	984	...	30	...	...	...	...	12,130	...	884	755	...	13,769	4-10	...	100	290
...	3,814	999	7	78	...	5	...	...	13,954	...	1,524	1,383	...	16,161	4-8	...	166	323
...	3,956	1,140	...	...	...	...	...	...	14,008	...	828	804	...	15,640	4-4	...	154	347
...	2,558	741	...	...	...	...	...	...	6,862	...	274	1,032	10	8,178	3-10	...	89	145
...	3,098	891	...	...	...	...	...	...	7,807	...	1,249	1,632	...	10,688	3-9	...	121	258
...	2,633	603	...	26	...	...	...	...	6,833	...	219	80	...	7,132	3-4	...	73	177
...	5,105	1,054	12	80	...	...	...	134	10,042	...	384	976	...	11,536	2-7	...	193	433
...	3,254	868	...	25	...	...	...	...	7,571	...	503	...	...	8,074	2-8	...	119	338

GUJRAT ...	GOVERNMENT	39	659	2,636	3,295	3,100	2,598	...	...	1,074	1,937	271	13
SHAHPUR ...	Do.	31	292	1,497	1,789	1,782	1,036	...	...	956	699	134	..
PESHAWAR ...	Do.	30	269	1,137	1,406	1,350	1,020	...	...	237	1,135	34	...
HAZARA ...	Do.	19	111	713	824	850	654	...	...	205	593	26	...
KOHAT ...	Do.	4	15	227	242	239	207	...	...	65	177	...	...
MOOLTAN ...	Do.	51	348	2,008	2,356	2,308	1,818	...	...	901	1,444	10	1
JHANG ...	Do.	26	193	942	1,135	1,152	830	...	...	559	543	33	...
MONTGOMERY ...	Do.	23	206	959	1,165	1,124	873	...	...	693	331	140	1
MUZAFFARGARH	Do.	26	247	1,231	1,478	1,499	1,166	...	...	627	829	2	20
D. I. KHAN ...	Do.	22	229	1,216	1,445	1,490	1,261	...	...	773	662	10	...
DERA GHAZI KHAN	Do.	31	252	1,425	1,677	1,664	1,251	...	...	689	979	7	2
BANNU ...	Do.	21	193	928	1,061	909	762	...	...	474	582	5	...
	Total Government Schools ...	1,317	10,523	62,657	73,180	69,326	55,834	...	8	36,290	29,988	6,642	252
	Total Aided Schools	36	24	1,002	1,026	1,036	744	...	134	189	21	...	678
	GRAND TOTAL VERNACULAR SCHOOLS	1,353	10,547	63,659	74,206	70,362	56,578	...	142	36,479	30,013	6,642	930
	GRAND TOTAL ENGLISH AND VERNACULAR SCHOOLS ...	1,559	15,837	82,869	98,696	93,750	75,894	270	330	51,191	37,769	8,173	962

FORM No. 4.

and Vernacular) for Boys for the official year 1882-83.

No. of Scholars on 31st March Learning								Expenditure							Annual cost of educating each Scholar		No. passed	
English	Urdú	Persian	Hindí (Nágrí)	Hindí (Lande, Mahájaní, &c.)	Arabic	Sanskrit	Latin	Grants from Provincial Revenues	Local rates or cesses	Endowments	Fees	Municipal grants	Other sources	Total	Total cost	Cost to Government	Upper Primary School Examination	Lower Primary School Examination
8a	8b	8c	8d	8e	8f	8g	8h	9a	9b	9c	9d	9e	9f	9	10	11	12	13
...	3,295	1,069	...	...	..	...	...	...	7,554	..	573	120	...	8,247	2-11	...	148	323
...	1,789	566	20	133	...	6	...	...	4,464	...	...	1,614	46	6,124	3-7	...	70	188
...	1,366	447	17	64	...	...	...	542	5,935	...	97	483	...	7,057	5-4	0-6	55	127
...	824	248	...	...	...	...	...	...	3,157	...	...	201	...	3,358	3-15	...	24	72
...	242	45	...	...	...	...	...	...	1,059	...	...	...	...	1,059	4-7	...	1	20
...	2,356	634	...	...	...	...	.	...	9,831	..	441	710	...	10,982	4-12	...	79	217
...	1,135	352	....	12	...	...	...	...	4,867	...	51	271	84	5,223	4-9	...	36	101
...	1,081	359	...	101	...	...	...	...	3,213	...	466	1,520	...	5,199	4-10	...	71	117
...	1,478	447	...	...	...	...	...	...	5,378	...	28	1,654	...	7,060	4-11	...	96	171
...	1,445	412	...	131	...	...	...	...	4,706	...	...	1,361	...	6,067	4-1	...	56	107
...	1,601	407	...	76	...	...	...	...	5,073	...	...	644	...	5,717	3-7	...	88	139
...	964	275	32	97	...	...	...	...	3,657	...	...	723	...	4,380	4-13	...	41	101
...	68,100	19,743	2,452	2,947	...	37	..	976	2,33,810	...	17,374	24,703	1,460	2,78,323	4-0	...	2,865	6,268
39	586	62	522	...	...	...	...	960	...	348	...	600	5,166	7,074	6-13	0-15	1	15
39	68,686	19,805	2,974	2,947	...	37	...	1,936	2,33,810	348	17,374	25,303	6,626	2,85,397	4-1	..	2,866	6,283
8,717	90,043	29,373	3,452	6,398	..	182	28	72,069	2,40,806	5,124	71,029	65,065	32,572	4,86,665	5-3	0-12	4,237	8,563

Statistical Return fo Female Primary Schools (English

DISTRICT	NAME OR CLASS OF INSTITUTIONS	No of Institutions	No. of Scholars on the Rolls on 31st March			Average No. on the rolls during the year	Average daily attendance	Classification according to Race or Creed of the Scholars on 31st March					
			In Upper Division	In Lower Division	Total			Europeans and Eurasians	Native Christians	Hindús	Muhammadans	Sikhs	Others
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
	ENGLISH SCHOOLS—												
DELHI ...	Aided (for Europeans and Eurasians) ...	1	...	54	54	56	48	22	32	...	...	...	...
LUDHIANA	Aided (for Natives) ...	1	2	68	70	63	53	...	68	2	...	...	...
SIMLA ...	Aided (for Europeans and Eurasians) ...	4	40	161	201	234	204	200	1	...	...	...	...
AMRITSAR...	Aided (for Natives) ...	1	10	38	48	45	43	...	48	...	...	...	...
LAHORE ...	Aided (for Natives) ...	1	5	45	50	44	40	...	45	...	...	...	5
	Aided (for Europeans and Eurasians) ...	3	37	93	130	130	109	119	6	...	...	...	5
	Total for the District ...	4	42	138	180	174	149	119	51	...	...	...	10
GUJRANWALA ...	Government ...	1	...	18	18	14	13	18	...	...	...	...	...
RAWALPINDI ...	Aided (for Europeans and Eurasians) ...	3	45	86	131	142	142	131	...	...	...	...	...
MOOLTAN...	Do. Do. Do.	1	...	19	19	20	14	19	...	...	...	...	...
	Total Government Schools ...	1	...	18	18	14	13	18	...	...	...	...	...
	Total Aided Schools (for Natives) ...	3	17	151	168	152	136	...	161	2	...	...	5
	Total Aided Schools (for Europeans and Eurasians) ...	12	122	413	535	582	517	491	89	...	...	...	5
	Grand Total English Schools ...	16	139	582	721	748	666	509	200	2	...	...	10

22	14	...	18	...	...	...	360	...	...	313	...	521	1,194	21-5	6-7	...	...
29	70	23	15	5	...	...	600	...	...	392	290	1,995	3,277	52-0	9-8	...	...
200	*19	...	...	...	†20	...	8,095	...	...	11,233	300	7,608	27,236	116-6	34-9	18	23
48	48	16	...	...	...	...	480	...	...	985	...	3,111	4,576	101-11	10-11	...	...
50	48	21	...	...	...	...	720	...	...	527	...	4,012	5,259	119-8	16-6	6	6
130	12	...	...	...	...	...	4,840	...	...	3,706	...	2,843	11,389	87-10	37-4	3	3
180	60	21	...	...	...	...	5,560	...	...	4,233	...	6,855	16,648	95-11	31-15	9	9
18	...	...	...	...	...	...	480	...	...	...	340	140	960	68-9	34-5	...	...
131	...	...	...	...	...	...	9,508	...	...	460	...	4,110	14,078	99-2	66-15	13	19
19	...	...	...	...	...	...	440	...	...	208	...	393	1,041	52-1	22-0	...	...
18	...	...	...	...	...	...	480	...	...	...	340	140	960	68-9	34-5	...	...
127	165	60	15	5	...	...	1,800	...	...	1,904	290	9,118	13,112	86-4	11-13	6	6
502	45	...	18	...	20	...	23,248	...	...	15,920	300	15,475	54,938	91-6	39-15	34	45
647	211	60	33	5	20	...	25,523	...	...	17,824	930	24,733	69,010	92-4	34-2	40	51

*19 Music.
†20 French.

*Music.

	VERNACULAR SCHOOLS—												
DELHI ...	Government	4	2	97	99	99	72	...	...	56	42	1	...
	Aided	8	3	658	661	658	489	...	66	328	188	59	20
	Total for the District	12	5	755	760	757	561	...	66	384	230	60	20
GURGAON ...	Government	3	...	72	72	74	59	...	...	25	47	...	...
	Aided	1	...	67	67	67	60	...	...	67	...	...	...
	Total for the District	4	...	139	139	141	119	...	...	92	47	...	...
KARNAL ...	Aided	1	...	60	60	54	48	...	...	45	15	...	...
ROHTAK ...	Government	1	...	24	24	22	18	...	...	...	24	...	
SIRSA ...	Government	1	...	22	22	19	10	...	...	...	22	...	...
UMBALLA ...	Government	2	1	32	33	33	27	...	...	...	33	...	...
LUDHIANA...	Government	17	8	350	358	330	267	...	...	145	181	32	...
SIMLA ...	Aided	2	...	14	14	20	13	...	5	9	...	...	...
JULLUNDUR	Government	42	98	1,120	1,213	1,263	1,037	...	...	298	883	32	...
	Aided	3	4	66	70	70	62	...	...	...	70	...	...
	Total for the District	45	97	1,186	1,283	1,333	1,099	...	...	298	953	32	...
HOSHIAR-PUR ...	Aided	1	...	72	72	64	45	...	...	70	...	2	...

...	42	5	57	...	...	...	...	611	...	1	96	...	708	7-2	...	2	3
5	252	18	378	...	...	*20	3,480	...	...	83	25	12,943	16,531	25-2	5-5	...	* Bengali
5	294	23	435	...	...	20	3,480	611	...	84	121	12,943	17,239	22-12	4-10	...	...
...	47	1	25	...	...	...	...	227	...	...	138	...	365	4-15	...	...	...
...	...	...	67	...	...	...	300	...	...	...	...	600	900	13-7	4-8	...	...
...	47	1	92	...	...	...	300	227	...	...	138	600	1,265	9-0	2-2	...	...
...	15	...	45	...	...	...	336	...	...	...	...	720	1,056	10-9	6-4	...	...
...	24	24	...	...	...	...	...	32	...	...	91	...	123	5-9	...	...	1
...	22	...	...	...	...	...	..	...	...	...	115	...	115	6-1	...	...	...
...	33	4	...	...	...	...	...	171	.	...	...	...	171	5-3	...	...	1
..	141	7	50	...	54	140	...	1,112	...	...	915	...	2,027	6-2	...	3	6
...	...	...	14	...	...	...	120	...	31	...	...	251	402	20 2	6-0	...	...
...	813	164	291	...	237	21	297	2,749	...	...	2,240	230	5,516	4-6	0-4	5	10
	70	17	...	...	...	...	480	...	...	...	..	480	960	13-11	6-14	4	2
...	883	181	291	...	237	21	777	2,749	...	...	2,240	710	6,476	4-14	0-9	9	12
...	..	...	72	4	...	...	168	...	...	...	72	120	360	5-10	2-10	...	...

KANGRA ...	Government	5	...	158	158	159	109	...	...	158	...	...	...
	Aided	1	...	35	35	33	25	...	3	32	...	...	
	Total for the District ...	6	..	193	193	192	134	...	3	190	...	...	...
AMRITSAR ..	Government	1	...	48	48	57	38	...	...	22	...	26	...
	Aided	57	17	1,566	1,583	1,522	1,085	...	43	268	491	781	...
	Total for the District ...	58	17	1,614	1,631	1,579	1,123	...	43	290	491	807	...
GURDASPUR	Government	3	...	69	69	62	48	...	...		69	...	...
SIALKOT ...	Government	33	14	744	758	770	533	...	...	193	518	27	20
LAHORE ...	Government	6	...	147	147	119	76	...	...	41	106	...	...
	Aided	29	..	809	809	779	627	...	1	194	358	197	59
	Total for the District ...	35	...	956	956	898	703	...	1	235	464	197	59
GUJRANWALA ..	Government	7	13	205	218	186	121	...	...	99	90	29	...
	Aided	11	...	333	333	323	240	...	...	139	121	41	32
	Total for the District ...	18	13	538	551	509	361	...	...	238	211	70	32
FEROZEPORE	Government	5	15	122	137	123	88	...	...	28	108	2	...

...	...	...	158	...	...	...	114	185	...	...	114	...	413	2·10	0·11	...	4
...	35	..	..	..	...	..	177	...	...	...	...	212	389	11·13	5·6	..	...
..	35	...	158	...	...	...	291	185	...	...	114	212	802	4·5	1·8	...	4
..	...	...	48	...	...	...	...	110	...	...	82	...	192	3·6	...	.	...
...	532	75	139	932	...	...	5,158	...	545	...	2,324	3,355	11,382	7·8	3·6	..	8
...	532	75	187	932	...		5,158	110	545	...	2,406	3,355	11,571	7·5	3·4	...	8
...	69	2	...	...	...	...	...	157	...	...	135	...	292	4 11	...	...	...
...	538	31	220	...	...	...	1,121	1,682	...	...	1,131	...	3,934	5·2	1·7	...	5
..	106	...	41	...	...	...	...	121	...	...	633	...	754	6·5	...	...	...
.	417	7	103	298	...	...	2,754	...	...	...	80	7,597	10,431	13·6	3·9	3	10
..	523	7	144	298	...	...	2,754	121	...	...	713	7,597	11,185	12·7	3·1	...	...
..	90	15	96	32	..	7	420	6	..	...	578	...	1,004	5·6	2·4	...	Gurmukhi
..	153	..	...	180	...	...	360	..	...	9	...	2,491	2,860	8·14	1·2	...	...
.	243	15	96	212	...	7	780	6	...	9	578	2,491	3,864	7 9	1·8	...	...
..	105	9	33	...	..	...	269	174	125	...	171	306	1,049	8·8	2 3	..	6

RAWAL-PINDI ...	AIDED	30	...	1,072	1,072	1,075	692	..	..	425	172	389	86
JHELUM ...	Do.	12	...	471	471	456	337	...	...	254	50	167	
SHAHPUR ...	Do.	1	6	7	18	13	9	...	...	...	13	...	...
PESHAWAR	Do.	2	10	97	107	104	73	...	1	48	51	7	...
MOOLTAN ...	Do.	6	...	54	†54	216	213	...	5	11	38	...	...
JHANG ...	GOVERNMENT	8	..	258	258	259	201	...	...	137	103	18	...
MONT-GOMERY ...	Do.	2	...	46	46	45	34	...	...	46	...	...	...
	Total Government Schools ...	141	152	3,522	3,674	3,633	2,747	...	...	1,248	2,239	167	20
	Total Aided Schools	164	34	5,374	5,408	5,441	3,999	...	124	1,890	1,554	1,643	197
	GRAND TOTAL VERNACULAR SCHOOLS	305	186	8,896	9,082	9,074	6,746	...	124	3,138	3,793	1,810	217
	GRAND TOTAL ENGLISH AND VERNACULAR SCHOOLS ...	321	325	9,178	9,803	9,823	7,412	509	324	8,140	3,793	1 810	227

FORM No. 5.

and Vernacular) for the official year 1882-83.

No. of Scholars on 31st March Learning							Expenditure							Annual cost of educating each Scholar		No. passed	
English	Urdú	Persian	Hindi Nágrí	Hindí (Lande, Mahájani, &c.)	Arabic	Sanskrit	Grants from Provincial Revenues	Local rates or cesses	Endowments	Fees	Municipal grants	Other sources	Total	Total cost	Cost to Government	Upper Primary School Examination	Lower Primary School Examination
8a	8b	8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13
.	122	38	*707	428	123	...	1,160	720	..	...	771	2,122	4,773	4 7	1-1		* Gurmukhí.
..	50	..	421	85	50	...	760	517	.	.	...	...	1,277	2-13	1-11		
...	13	...	...	...	...	...	...	218	..	...	...	...	218	16 12	...		
...	52	22	...	57	...	...	660	..	...	2	...	2,227	2,889	27-12	6 6	...	
	54	5	...	...	...	...	300	...		...	180	783	1,263	5-14	1-6	...	† Attendance fell all at once in consequence of conversion of a girl.
..	103		28	127	...	...	...	271	...	...	420	...	691	2-11	...	...	
..	...	...	...	‡46	...	...		...	...	..	120	...	120	2-11	...	...	‡ Gurmukhí.
...	2,116	262	1,047	205	291	168	2,221	7,824	125	1	6,979	536	17,686	4-14	0-10	11	33
5	1,752	182	1,046	1,984	173	§20	16,213	1,237	576	94	3,452	33,901	55,473	10-3	2-0	7	20 § Bangálí.
5	3,893	444	2,993	2,180	464	188	18,434	9,061	701	95	10,431	34,437	73,159	8-1	2-0	18	53
652	4 109	501	3,076	2 164	484	188	43,957	9,061	701	17,919	11,361	59,170	1,42,169	11 8	4 8	58	104

Statistical return of Schools for Special or

DISTRICT	NAME OR CLASS OF INSTITUTIONS	No. of institutions	Total No. of scholars on the rolls on 31st March	Average No. on the rolls during the year	Average daily attendance	Classification according to Race or Creed of the Scholars on 31st March					
						Europeans & Eurasians	Native Christians	Hindús	Muhammadans	Sikhs	Others
1	2	3	4	5	6	7a	7b	7c	7d	7e	7f
	A.—SCHOOL OF ART—										
LAHORE ...	Government	1	*55	49	40	...	2	15	26	12	...
	B.—MEDICAL SCHOOL—										
LAHORE ...	Government	1	152	155	143	2	6	84	47	13	...
	D.—NORMAL SCHOOLS FOR MASTERS										
DELHI ...	Government	1	59	55	49	...	...	37	20	2	...
AMRITSAR ...	Aided	1	36	35	29	...	6	16	8	6	...
LAHORE ...	Government	1	77	76	68	...	...	41	29	7	...
RAWALPINDI ...	Government	1	25	25	23	...	...	11	9	5	...
	Total Government Schools	3	161	156	140	...	...	89	58	14	...
	Total Aided Schools	1	36	35	29	...	6	16	8	6	...
	TOTAL NORMAL SCHOOLS FOR MASTERS...	4	197	191	169	...	6	105	66	20	...
	E.—NORMAL SCHOOLS FOR MISTRESSES—										
DELHI ...	Aided (for Natives)	1	11	14	12	...	10	1	...	...	...
	Aided (for Europeans and Eurasians)	1	2	3	3	2	...	...	...	...	...
	TOTAL FOR THE DISTRICT ...	2	13	17	15	2	10	1	...	...	...

*Geometry 50; Carpentry 13; Moulding 5; Wood engraving 4; Drawing 65; Lithography 7, Gesso-work 10; Decoration 16.

...	25	...	...	...	...	...	...	...	...	...	12,599	...	...	...	...	...	12,599	257·2	257·2
74	78	...	...	...	...	...	...	...	...	...	55,700	...	...	...	2,458	916	59,074	381·2	359·6
...	59	...	...	...	59	...	...	...	...	...	1,203	3,424	...	...	...	...	4,627	84·2	21·14
14	36	...	...	21	36	...	...	...	...	...	2,700	...	...	90	...	6,307	9,097	259·15	77·2
...	77	...	...	...	77	...	...	...	...	...	887	2,529	...	...	...	...	3,416	44·15	11·11
...	25	...	...	...	25	...	...	...	...	...	1,042	2,969	...	...	...	...	4,011	160·7	41·11
...	161	...	...	...	161	...	...	...	...	...	3,132	8,922	...	...	...	...	12,054	77·4	20·1
14	36	...	...	21	36	...	...	...	...	...	2,700	...	...	90	...	6,307	9,097	259·15	77·2
14	197	...	...	21	197	...	...	...	...	...	5,832	8,922	...	90	...	6,307	21,151	110·12	30·9
...	4	7	...	...	...	...	...	...	...	...	1,050	...	...	...	150	1,491	2,691	192·3	75·0
2	2	2	...	...	...	...	...	...	...	...	360	...	...	180	...	1,234	1,774	591·5	120·0
2	6	9	...	...	...	...	...	...	...	...	1,410	...	...	180	150	2,725	4,465	262·10	82·15

AMRITSAR ...	AIDED	1	32	32	23	...	...	10	12	10	...
LAHORE ...	AIDED	1	65	73	61	...	...	25	28	12	...
	Total Aided Schools (for Natives) ...	3	108	119	96	...	10	36	40	22	...
	Total Aided Schools (for Europeans and Eurasians)	1	2	3	3	2	...	...	...	...	...
	TOTAL NORMAL SCHOOLS FOR MISTRESSES	4	110	122	99	2	10	36	40	22	...
	F.—INDUSTRIAL SCHOOLS—										
DELHI ...	AIDED	1	24	25	22	...	...	...	24	..	...
HOSHIARPUR ...	GOVERNMENT	1	32	32	25	...	1	...	29	...	2
LAHORE ...	GOVERNMENT	1	34	45	43	...	...	1	33	...	...
	AIDED	1	12	14	13	...	...	...	12	...	...
	TOTAL FOR THE DISTRICT	2	46	59	56	...	...	1	45	...	...
	Total Government Schools	2	66	77	68	...	1	1	62	...	2
	Total Aided Schools	2	36	39	35	...	...	...	28	...	...
	TOTAL INDUSTRIAL SCHOOLS ...	4	102	116	103	...	1	1	98	...	2
	GRAND TOTAL ...	14	616	633	554	4	25	241	277	67	2

FORM No. 6.

Technical Training for the official year 1882-83.

No. of Scholars on 31st March Learning											Expenditure							Annual cost of educating each scholar	
English	Urdú	Hindí (Nágrí)	Hindí (Lande, Mahájaní)	Arabic	Persian	Needle-work	Gardening	Carpet work and Lungí work	Saddlery	Carpentry	Grants from Provincial Revenues	Local rates or cesses	Endowments	Fees	Municipal grants	Other sources	Total	Total cost	Cost to Government
8a	8b	8c	8d	8e	8f	8g	8h	8i	8j	8k	9a	9b	9c	9d	9e	9f	9	10	11
...	12	14	10	...	12	...	...	...	...	...	4,801	...	...	...	...	...	4,801	150-0	150-0
...	15	17	20	...	13	...	...	...	...	...	5,501	...	...	...	...	...	5,501	75-6	75 6
...	31	38	30	...	25	...	...	...	...	...	11,352	...	...	...	150	1,491	12,993	109-3	95-6
2	2	2	...	...	...	...	...	...	...	...	360	...	...	180	...	1,234	1,774	591-5	120-0
2	33	40	30	...	25	...	...	...	...	...	11,712	...	...	180	150	2,725	14,767	121-1	96-0
...	...	...	...	...	...	24	...	...	...	...	180	...	...	...	...	417	597	23-14	7-3
...	...	...	...	...	...	...	...	32	...	...	...	...	...	...	...	310	310	9-11	...
...	...	...	...	...	...	12	...	19	2	1	...	384	...	...	660	...	1,044	23-3	...
12	12	...	...	...	...	...	12	...	...	...	120	...	...	...	...	120	240	17-2	8-9
12	12	...	...	...	...	12	12	19	2	1	120	384	...	..	660	120	1,284	21-12	2-1
...	...	...	...	...	...	12	...	51	2	1	...	384	...	...	660	310	1,354	17-9	...
...	...	...	...	...	...	24	12	...	...	...	300	...	...	...	...	537	837	21-7	7-11
...	...	...	...	...	...	36	12	51	2	1	300	384	...	...	660	847	2,191	18-14	2-9
90	333	40	30	21	222	96	12	51	2	1	86,143	9,306	...	270	3,268	10,795	1,09,782	173-7	136-1

APPENDICES.

APPENDIX A.

Report of the Principal, School of Art, Lahore, for 1882-83.

I am able to say that there has been an improvement in the general tone and spirit of the school. Something of this is probably due to the convenient and well-lighted rooms of the new building in which we are now fairly settled.

About twenty of the number of youths on the books are in the elementary class, learning the first principles of drawing. There are more frequent changes in this class than are desirable. The school is made as accessible as possible to all, and some seem to come out of mere curiosity. Other young men, often over 21 years of age, who ought to be definitely settled in some pursuit, and whose only accomplishments are having read some Urdú and a little English, ask for admission in the hope of gaining a stipend. They usually find by experiment that they have no particular inclination for Art, and that much younger boys, such as carpenters, &c., who have an hereditary interest in technical pursuits, leave them behind. But it does not seem desirable to place any difficulties in the way of admission into the school, and I do not propose to make any change. Possibly, in some cases, the comparatively low social level of the majority of the boys may act as a deterrent. We cannot, like other institutions, treat any class as privileged; and, as has been remarked in previous reports, some disappointment is caused to respectable youths who, having gone creditably through other schools, find that a special aptitude which has no concern with literary training, respectability or social position, is necessary for our work.

With a view to making the school better known, and to extend its influence beyond Lahore, which, though the seat of Government, is not a place of trade or manufacture, circulars were addressed in October 1882 to the Deputy Commissioners of the Province, suggesting that promising youths employed in various local industries should be sent up to the school on subsistence allowances granted by District or Municipal Committees. The results of this circular are, that we have 2 very promising students from Kasúr, 1 from Jhang who will do very well, 1 from Gujrát, 1 from Hoshiárpur, and 2 of somewhat mature years for our purpose from the Nábha State. From Sháhpur, Amritsar, Gujrát, Siálkot, Gurdáspur, Umballa, Rohtak and Ludhiána more will be sent.

The Kasúr youths are learning carpet designing, having passed through a preliminary free-hand drawing course, and it is hoped they will prove useful to the Industrial school of that place. It is not always possible to fit each youth with a special training for a particular pursuit, nor is it altogether desirable, seeing that a general notion of the principles of design is the most important subject to be taught.

Among the work executed by the school during the year may be mentioned the Municipal address to the Viceroy and Governor General on the occasion of his visit to Lahore. This was a more elaborate document than usual, consisting of 12 pages of gilded and illuminated work in the Persian style, enclosed in a cover or portfolio of polished teak, mounted in perforated brass. His Excellency the Viceroy was pleased to express his approval of the design.

For the inauguration ceremony of the Punjab University we designed and made a canopy or baldaquin in crimson velvet, surmounted by a large gilded medallion of Her

Majesty the Queen-Empress in relief, and enriched by gilt moulding and a painting of the Punjab Arms.

Of less notable work may be mentioned picture-frames, designs for mantel-pieces in carved wood, a sketch for colored decoration of Dalhousie church, for advertisement cantouches for Messrs. Procter and Co. of London, for the Mecan Meer Soldiers' Exhibition prize certificate, and other work for the *Civil and Military* Press. the Punjab University diploma, carpet-drawings, and several minor matters.

For Mr. Fitzhugh Cox, C. E., of Amritsar, some tiles were designed and modelled; and plaster moulds furnished for reproduction, a kind of work which, as well as plaster decoration generally, we should be glad to do more of. The gypsum we obtain from the salt mines is of first-rate quality, and it is surprising that it has not been brought into use for internal decoration. The late Secretary to Government in the Public Works Department was desirous that in the new Chief Court some use might be made of modelled and cast plaster decoration. When an example is once set, it is sure to find imitators, and I trust, when the time comes for completing the new courts, that the school will not be forgotten.

It is to be regretted that the silly prejudice against manual labour and the ambition to wear a white coat should make modelling and moulding unpopular. I have done my utmost to discredit this notion, and have tried to make the subject attractive by modelling before the men; but although they are interested in watching the progress of a bust from nature, the stupid idea that this is potter's work and of low degree is not easily shaken. And it is so essential that a man should have some inclination or liking for what he does, I am loth to *order* youths to join this class.

The cast of the Gandhára sculptures in the Museum, made for the Jaipur, Calcutta and Edinburgh Museums, have been noticed in the Report of the Museum. They formed part, however, of the school work, and were chiefly the work of Mr. G. P. Pinto, moulder and modeller to the school.

For the Punjab Northern State Railway a badge or shield to be affixed on railway carriages was designed and modelled, suitable for casting in metal.

In the drawing-room of Mr. Baden Powell's house a wall-lining or dado of plaster with ornaments in relief was fitted, which the accomplished owner afterwards tinted in colour.

The younger carpenters' boys began the work of making models to a quarter scale of the agricultural implements of the Province in connection with Colonel Wace's agricultural collection.

The drawing-room and dining-room of Mr. Mackworth Young's house were decorated in simple distemper coloring and stencilling, a kind of decoration which ought to be more extensively used. Unfortunately there is a rooted practice here of bestowing on all walls alike an annual coat of whitewash. The walls are seldom scraped, and such sanitary value as whitewash possesses is thus usually lost, while the surface is always scaly and ragged. I have been asked why we do not do more house decoration and train Lahore Ráj-mistrís in clean, good coloring and simple ornamentation. This matter is really, to a great extent, in the hands of house occupiers, who, I venture to think, should insist on something better than whitewash. The landlords would soon discover the way to meet the want.

In connection with the plan originated by Mr. Buck, Secretary to Government in the Department of Revenue and Agriculture, for the periodical issue of illustrated papers descriptive of Indian Art, &c., I selected, as a subject for the first paper, the brass and copper ware of the Punjab and Kashmír, and the leading students have made twelve large pen drawings, including in most cases several objects in one drawing of selected examples of work in these metals. These will be reproduced in photo-lithography by Mr. Griggs, the Lithographer to the Science and Art Department, and, I trust, will be found to do credit to the school.

At the Simla Art Exhibition Amír Bakhsh was awarded the Patiála prize for a water-color picture of the front of Wazír Khán's mosque. Muhammad Dín I. exhibited a picture of the corner of the building showing one of the *minárs*. Both students sold their pictures.

Karpál Singh was successful in the competition for a design for a reading-room and library for Dera Isma'íl Khán, and received the premium of Rs. 50. Two other students, Rám Singh and Fath Dín, competed, and although their drawings failed to secure the award, they were at least equal in merit to the accepted design.

At the Jaipur Exhibition Kapúr Singh was awarded a bronze medal and small money prize.

The publishers of the Portfolios of the Art of various countries issued under the auspices of the Science and Art Department have done us the honor of reproducing in two plates reduced *fac-similes* of a large drawing by our students of a portion of the fresco decoration of Wazír Khán's mosque.

On the occasion of my being deputed to the Jaipur Exhibition to act as Chairman of the Committee of Jurors, I was granted permission to take a few of the students with me. They improved the opportunities afforded them of seeing the exhibition, and the numerous objects of interest in the remarkable city of Jaipur. His Highness the Mahárája kindly acceded to my request that they might be allowed to make drawings of architectural and decorative details in the old palace at Amber, and orders were given that all facilities might be put in their way. This is the first time that permission has been given to sketch in this interesting palace, which is rich in decorative details. The men made good use of their time and returned with nearly a hundred drawings and tracings of marble tracery, carving, plaster-work, perforated windows, and other details. Some of these I hope to use in future numbers of the periodical issues on Indian Art referred to elsewhere.

We supplied Mr. C. Purdon Clarke, C.I.E., of the India Museum, South Kensington, with measured drawings to scale of two richly-carved houses in Lahore city with full details, and with plans of a typical native house in the Punjab, and a number of drawings of doors, gateways, arcades, and other details measured and drawn from existing buildings. In this work some of the youngest Sikh boys did very well indeed. The collection of about thirty drawings formed part of the illustrations to a lecture entitled "Some notes on Indian Domestic Architecture" delivered by Mr. Clarke at the Society of Art and reported at length in the Society of Arts Journal of the 8th June 1883. In the discussion that ensued the drawings were very highly spoken of as opening out a new phase of Indian Art. Mr. Clarke has forwarded five water-color boxes and five sets of drawing instruments for those who shared in the work, and their drawings will be added to the India Museum collection. I have been unofficially informed that that institution will make further requisitions upon us for reproductions of good old work in Lahore and its neighbourhood,

besides objects of our own design. I know of no practice so instructive as that of studying existing architecture and ornament than by carefully drawing it.

The European community in India, and especially the official and influential portion of it, is so engrossed by various duties that it has but little leisure to take a direct and practical interest in our work. And since that work is usually Oriental in its character, it is not perhaps so attractive as imitations of the familiar and cherished forms of European Art would be. The cordial appreciation we have received from artists and students of Eastern work compensates, I think, very completely for a certain lack of merely local or Anglo-Indian popularity, and has tended more than anything else to give the students faith in the notions on which the school is based. These are, briefly, that the indigenous styles of art are capable of indefinite development, and that the first thing to study is the actual work of the country, which alone can give a rational point of departure for variety of design and improvement of *technique*.

I am compelled to admit, however, that it is by no means easy to excite the enthusiasm necessary for success. In other callings, a sense of duty in honestly fulfilling so much labour for a daily wage may suffice for good results. But even in the humblest forms of art a little more than this is necessary, and the absence of spirit and alacrity in those who are capable of doing well, is the heaviest drawback experienced.

A low standard of physical health I believe is one of the causes, and another is the want of general knowledge and cultivation of the classes from whom the youths are mostly drawn.

The frequent absences, generally on the plea of sickness, are another serious hindrance on the school work.

It would scarcely perhaps be fair to bring a wholesale accusation of idleness against the natives of the Punjab, but there is no blinking the fact that they are averse to regularity and the orderly *habit* of industry. Nobody could work better at a pinch, and under the impulse of some special excitement or purpose; but the habitual tendency to slackness, which compels the Principal to be the first to arrive and the last to leave, makes the work more laborious than it ought to be.

Arrangements have been made with the Lahore Municipality by which, on the school making a monthly contribution, the school compound is being treated as a garden by the gardener attached to the Anárkalí gardens. Plants and flowers are necessary as examples for school work, and our building is in such a prominent position that it cannot be left with untidy surroundings.

Seven English ladies attended the school during the cold weather.

Muhammad Dín I. obtained an appointment as a draftsman in Major H. H. Cole's office at Simla in December last.

APPENDIX B.

Lawrence Military Asylum at Sanáwar.

The Lawrence Asylum at Sanáwar is under the control of the Punjab Government in the Military Department. The scholars are all children of soldiers, or of persons who have been soldiers. With a view to the classification of schools in the returns required by Government, the institution has been divided into a Secondary and Primary school for boys, and a Primary school for girls. Boys who pass the Middle school examination and girls who pass the Upper Primary examination form monitors' classes. At the close of the year there were 40 boys in the Middle school, and 10 in the monitors' class. There were 10 candidates for the Middle school examination of whom 6 passed. One boy was admitted to Rurkí Engineering College during the year, and since its close three others passed the Rurkí Entrance examination One of these boys took the first place, and a scholarship.

The Primary school for boys contained at the end of the year 171 scholars, of whom 53 were in the Upper and 118 in the Lower division For the Upper Primary examination, held in September, there were 28 candidates of whom 19 passed, and for the Lower Primary examination 36 candidates of whom 29 passed. The boys are drilled by competent non-commissioned officers. Some of them learn printing. There is a good Band: in all 85 boys are taught instrumental music.

In the girls' school at the close of the year under report there were 22 in the monitors' class, 48 in the Upper Primary school, and 131 in the Lower Primary school. For the Upper Primary school examination in September 19 girls were presented of whom 11 passed, and for the Lower school examination 24 of whom 16 passed. In addition to their studies the girls are employed in domestic work, make their own clothes, learn to cook, look after the younger children, and attend to the sick.

The Inspector of Schools reported most favorably of the discipline and arrangements and of the general management, of the Reverend J. Cole, the Principal. The results of the examinations were generally quite satisfactory.

The distribution of expenditure over the several departments of the institution is necessarily somewhat arbitrary. The total cost of the boys' school was Rs. 66,584, and of the girls' school Rs 42,453. It was estimated that the cost of each scholar's education, for tuition only, was, in the boys' Secondary school Rs. 77, and in the Primary school Rs. 44-14. In the girls' school the average cost per head was Rs, 32-1. The cost for maintenance and education of each scholar was Rs. 258-6 per annum as shown in the statement, from which the salary of the Medical Officer in charge has been excluded. The high rate of expenditure in this institution is perhaps the least satisfactory feature of the report But the expenditure is exceptionally large at present owing to the accident of the appointment of a Surgeon Major in medical charge, and there appears to be a reduction in the average cost of more than Rs 3 a head, as compared with last year.

Admissions to hospital were somewhat more frequent than in the previous year. There were several cases of enteric fever, of which one proved fatal. The Medical Officer is of opinion that this and some other diseases which have visited the Asylum may be attributed to the milk which is supplied from neighbouring villages, or the water which is obtained from the foot of the hill and is liable to contamination. Complaints were made of the food supplied by the Commissariat, and the Principal desired that the contract system might be again adopted. It is obvious that changes affecting the interests of persons connected with a large public institution must be unpopular, and are likely to be thwarted by passive resistance; but it is quite possible that the old plan may have been abandoned without sufficient reason More boys enlist than was formerly the case, and in the opinion of the Principal the army now offers a good opening for a young man of education.

Statistical return of Secondary and Primary Schools for boys and girls of the Lawrence Military Asylum, Sanáwar, for the official year 1882-83

NAME OR CLASS OF INSTITUTION	*No. of scholars on the rolls on 31st March in the*					*Average number on the rolls during the year*	*Average daily attendance*	*No. of scholars on 31st March Learning*						*Expenditure from*						*Annual cost of educating each scholar*		*No. passed the*		
	Monitors' class	Middle School	Upper Division Primary School	Lower Division Primary School	Total			English	Urdú	Printing	Needle-work	Cooking	Music (Vocal)	Music (Instrumental)	Imperial Revenues	Fees	Total	Total cost	Cost to Government	Middle School Examination	Upper Primary School Examination	Lower Primary School Examination
															Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.			
BOYS' SCHOOLS.																								
Secondary (Middle School and Monitors' class)	10	40	...	...	50	50	46	50	50	...	...	...	16	31	3,120 0 0	†730 0 0	3,850 0 0	77 0 0	62 6 0	6	...	...
Primary Schools	...	...	53	118	171	171	148	171	123	1	...	...	15	54	6,217 0 0	1,461 0 0	7,678 0 0	44 14 0	36 5 0	...	19	29
Scholarships	...	...	...	...	...	...	...	...	...	...	...	...	...	...	48 0 0	... ...	48 0 0	... ...	... ...	...	...	...
Boarding and other Miscellaneous expenses (excluding tuitional charges and Scholarships) ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	*55.008 0 0	... ...	55,008 0 0	... ...	... ...	...	...	...
TOTAL ...	10	40	53	118	221	221	194	221	173	1	...	...	31	85	64,393 0 0	2,191 0 0	66,584 0 0	... ...	... ...	6	19	29
GIRLS' SCHOOLS.																						
Monitors' class	22	...	...	...	22	22	11	22	...	...	22	19	11	...	5,480 0 0	965 0 0	6,445 0 0	32 1 0	27 4 0	...	11	16
Primary Schools	...	...	48	70	113	118	92	113	...	...	113	29	33	...								
Infant Schools (Boys and Girls) ...	...	...	...	61	61	61	53	61	...	...	...	...	...	...								
Boarding and other Miscellaneous expenses excluding tuitional charges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	*36,008 0 0	... ...	36,008 0 0	... ...	... ...	...	...	...
TOTAL ...	22	...	48	131	196	201	156	196	...	...	135	48	44	...	41,488 0 0	965 0 0	42,453 0 0	... ...	... ...	...	11	16

* Includes hospital comforts, clothing, pay of native sergeants, water, light and fuel, washing, stationery, and other miscellaneous charges.

† RULE 13.

The following is the scale of payments to be demanded of parents according to the rank of the parties:

	1st Child per mensem		2nd Child per mensem		3rd Child per mensem	
	Rs.	A.	Rs.	A.	Rs.	A.
Sergeants	3	0	2	0	..	..
Sergeant Majors	5	0	2	8	1	0
Discharged soldiers and soldiers on staff employ, possessing an aggregate income of Rs. 60 and less than Rs. 80 per mensem	5	0	3	0	2	0
Do. „ 80 „ „ „ „ 120 „	9	0	6	0	4	0
Do. „ 120 „ „ „ „ 150 „	12	0	9	0	6	0

APPENDIX C.

Lawrence Memorial Asylum at Murree.

The Lawrence Memorial Asylum at Murree differs from that at Sanáwar only as an Aided from a Government institution. There is an endowment under the control of trustees and a strong Managing Committee. At the close of the year there were 90 boys and 60 girls on the rolls.

The health of the children was very good throughout the year. There were 2 boys in the High school, 11 in the Middle school, 26 in the Upper division and 51 in the Lower division Primary school. Of the girls 14 were in the monitors' class, 16 in the Upper Primary school, and 29 in the Lower Primary and Infant schools.

The result of the last Middle school examination was unsatisfactory. There were 9 candidates of whom only 1 passed. But most of these boys were too young to attempt the examination, and belonged to classes of a lower standard.

For the Upper and Lower Primary examination the following results were reported :—Nine boys and three girls passed the Upper Primary school examination, and 13 boys and 5 girls the Lower Primary school examination.

The Inspector was on the whole satisfied with the progress of the scholars, and the Chaplain of Murree who examined the senior classes in religious knowledge thought that in this branch they would compare favorably with pupils of more advanced age and in institutions of higher pretensions.

The foundations of a chapel were laid in 1881, but the building is at a standstill for want of funds. Unfortunately the subscriptions to the general fund, which a few years ago averaged Rs. 4,000 or Rs. 5,000, have now fallen below Rs. 2,000 per annum. The reason for this may be a general impression that funds will ultimately be supplied by Government. There was unusually large outlay upon buildings during the year, and on the last day, the 31st March, one of the large dormitories was so injured by an earthquake that it must to a considerable extent be rebuilt.

The statement of accounts shows an expenditure from the 1st April 1882 to the 31st March 1883 of Rs. 43,633, leaving a balance of Rs. 6,573. In another statement showing the average cost of each child, and from which certain *per contra* charges and expenditure upon buildings appear to be deducted, the total cost of education and maintenance amounts to Rs. 38,574, giving an annual average cost of nearly Rs. 240 for each child, or Rs. 20 monthly. This is less than in the sister institution at Sanáwar, where the annual average cost exceeded Rs. 258. The returns submitted to Government estimate the cost for tuition only at Rs. 248-5 a head in the boys' Secondary schools, Rs. 111-2 in the boys' Primary school, and Rs. 105-6 in the girls' Primary school.

APPENDIX D.

Extracts from Deputy Commissioners' Reports upon Indigenous Schools in the Punjab, 1882-83.

(The statistics which can be seen in the accompanying tabular statements have generally been omitted.)

UMBALLA CIRCLE.

DELHI DIVISION.

DELHI DISTRICT.

The statistics of the indigenous schools are shown in the tabular statement of all these schools; no less than 72, with an attendance of 1,621 pupils, are in the city of Delhi itself.

Object of indigenous schools.

The Qurán schools are intended, as the Deputy Commissioner reports, to teach the Qurán to Muhammadan boys and girls of tender age, who are (imperatively) enjoined by their religion to learn it. The object of Sanskrit schools is to teach religious books to Brahmans who are to work as priests. The Persian and Urdú schools are established by rich people to enable their children to make some little progress before they proceed to a Government school to learn English. They are seldom permanent.

Locality of indigenous schools.

The Qurán schools are generally located in Masjids or mosques. Persian schools are held in the house of the Lambardár or leading man in the village who takes an interest in the education of his children and is virtually the founder of the school. The Pádhas of Hindí (Mahájaní) schools usually sit with their pupils on a raised *chabútará* or platform in streets, often without any protection from the sun or rain.

Income of teachers.

The payment of tuition fees in indigenous schools, the Deputy Commissioner observes, depends upon the circumstances of the parents of the pupils. The Pádhas of Hindí schools receive small cash payments on a pupil's finishing one *patti* or table and beginning another. They also get *sídhas* (about a seer of wheat-flour and *dál* and some *ghí*, with two pice for spices and fuel, &c.) twice a month. The Mullás of the Qurán schools generally get cash presents on the boys finishing *Sipárás* (chapters of the Qurán), while their daily bread is supplied by the parents of the boys or other charitably disposed Musalmáns.

Qualifications of teachers.

Regarding the qualifications of the teachers of indigenous schools in the district, the Deputy Commissioner reports as follows :—

"The majority of the Hindí schools in the city and the district are taught by Pádhas of inferior attainments who know very little beyond the multiplication-tables. The same may be said of the Mullás of the Qurán schools, who can read and recite the Qurán, but cannot read or write Urdú or teach the simple rules of arithmetic. Some of the masters of

the Persian and mixed schools (*i.e.*, schools in which Persian is taught along with the Qurán) are fair scholars ; but, as a rule, they are unacquainted with the Geography of India or the Punjab, and know arithmetic sufficient only to teach up to the Lower Primary school standard."

There are 117 indigenous schools in the district, and of the teachers 28 are unable to read a printed book in any Vernacular language, 30 cannot write at all, and 66 are ignorant of elementary arithmetic.

GURGAON DISTRICT.

With a few exceptions, all the indigenous schools in the district are reported to be of a temporary character. They are started, closed and re-opened at the pleasure of the teachers who visit a village in quest of livelihood, open a school, and, in addition to teaching boys, recite Puráns or Shástras, attend prayers or marriage ceremonies, &c. If they succeed in making themselves agreeable to the village people, and thus earn a decent livelihood, they remain ; otherwise they leave the place and try again elsewhere. It is only where families reside which have been accustomed to look to service for a livelihood, or where the trading population is large, that the schools are permanent, and the teachers are employed and regularly paid by the inhabitants either in cash or kind according to the terms of the contract between them.

Temporary character of indigenous schools.

The Deputy-Commissioner says :—"From what has come under my observation, from time to time, I have formed the opinion that the greater number of these indigenous classes are started, not from any desire on the part of the people for instruction, but with the object of attaining religious merit by giving means of livelihood to a Brahman or Maulaví, and with respect to these there is little hope of improvement or of engrafting a course of useful study upon the existing curriculum. A few of the schools attached to mosques and temples are of a more permanent character, but here the difficulty is the ignorance of the teachers, who yet cannot be superseded without breaking up the class as an indigenous one. The only chance of success lies in giving useful instruction to young men who are likely to step into the places of present teachers. A few of the schools kept up by baníyás for teaching accounts will probably be found susceptible of improvement."

Object of indigenous schools and their prospects.

Of the 71 teachers in charge of the indigenous schools in the district, 16 cannot read a printed book, 18 cannot write, and 34 are ignorant of arithmetic.

Qualifications of teachers.

It is reported that the teaching in these schools is very inefficient, that the teachers are generally incompetent, and that none of their relatives are likely to benefit by training in a Normal school.

KARNAL DISTRICT.

The Deputy Commissioner reports that the work of teaching Mahájaní is done by a class of people called Pádhas, only a few of whom are Brahmans, the majority belonging to the Jogí tribe; that these Pádhas chiefly come from the Patiála territory, and a few from the Umballa District; and that they have no fixed places of residence, but go about from village to village wherever they find people desirous of entertaining them.

Mahájaní schools.

The course of study in these schools consists in writing figures and letters on the ground, or on a board with earth spread on it. Then the boys are taught to commit multiplication-tables to memory, and to add up figures on a black board, with chalk. At this stage of tuition, the scholar pays a rupee to the teacher. When the scholar has committed the multiplication-table up to 40 × 40 and Dehorá, Dhauncha (tables for 1½ and 2½), &c., to memory, the course of tuition ends, and the teacher becomes entitled to another rupee. Besides these fees the parents of the pupils give voluntary rewards to the teacher, which are said to vary from 1 to 10 rupees per pupil, and defray the cost of his food and other petty expenses.

The course of instruction is reported to extend from six to twelve months, after which, if fresh students do not present themselves for study, the Pádha leaves for some other village.

The Pádha cannot read anything but Lande.

Sanskrit schools.

In Sanskrit schools, Sanskrit is taught and studied by the Brahmans alone. The teachers are said to be of two classes of Brahmans—(1) those who earn their livelihood by occasionally going to the neighbouring towns and reciting to the people Kathás from the Puráns or other religious books; and (2) those who earn their livelihood as itinerant fortune-tellers. These Brahmans have no regular schools, but when they have collected a sum of money in this way they periodically return to their own towns or villages and give lessons to about a dozen boys. For this they do not receive any pecuniary remuneration; but their pupils perform the duties of domestic servants for them in return.

The Deputy Commissioner is of opinion that no estimate of the income of these teachers can be formed, but it is believed to be fair. One Máhlá Rám, a Pandit of Kaithal, is said to have stated that he collects not less than Rs. 1,000 a year.

Qurán schools.

The Muhammadan schools in which the Qurán is taught are chiefly in charge of 'Imáms' of Masjids who are said to be either blind or can read nothing but the Qurán.

They depend for their subsistence on the generosity of the residents of the Muhalla, and derive no regular income from tuition. Sometimes a rupee or less is given to them on the pupils beginning to say '*Bismilla,*' and an equal sum is paid at the termination of each *Sipárá*, or one of the thirty chapters of the Qurán. The practice of making such payments is, however, said to be dying out. The pupils are chiefly the sons of the residents of the Muhalla, and the parents look after the general wants of the 'Imám.' Each of them gives him a *chapátí* (bread) once a week, and sends him presents on the occasion of marriages and burials. In a case where a person engages a teacher to teach the Qurán to his children at his own house, he provides the teacher with food and pays him a small sum monthly.

Persian and Qurán schools.

The schools in which the Qurán and Persian with Urdú are taught are attended by the sons of both Hindús and Muhammadans, and each boy has to pay a monthly fee. The whole income from fees to the teacher generally amounts from Rs. 5 to Rs. 10 per mensem. The Muhammadans read the Qurán, Persian and Urdú, while the Hindús learn Persian and Urdú only. Arithmetic is not taught in these schools.

Two important *maktabs* of this class are reported to exist in the district, one at Pánípat and one at Karnál. They are called 'Islámiyá schools' from the fact of their being maintained by contributions from the Musalmáns. The actual monthly expenditure is said to amount to Rs. 50 in Pánípat and Rs. 25 in Karnál. They do not care for a Government grant.

Qualifications of teachers.

Of the 121 teachers in charge of indigenous schools in the district, 45 cannot read, 49 cannot write, and 58 are unacquainted with elementary arithmetic. The Deputy Commissioner observes—

"The directions of the Director of Public Instruction, Punjab, regarding sending up successful candidates for examination in the three subjects, *viz.*, reading, writing and arithmetic, have been communicated to the teachers of these schools; but there are very few in this district who will be able to send up boys for examination in all the three subjects conjointly, and it is rather too early to expect this being done. It will perhaps be advisable to make each subject a distinct term of study and examination, and to grant rewards to successful candidates as an inducement to others. Only 13 teachers have recommended their relatives for study in a Normal school."

HISSAR DIVISION.

HISSAR DISTRICT.

Qualifications of the teachers.

The teachers in Persian schools, observes the Extra Assistant Commissioner, Maulaví Ziá-ud-dín Khán (to whom the preparation of the report on indigenous schools in the district was entrusted by the Deputy Commissioner) are able men; and some of them are conversant with the elementary rules of arithmetic and can read printed books, those in the Mahájaní schools possess some knowledge of arithmetic, but they are generally unable to read and write anything else. The teachers of the purely Qurán schools are generally illiterate men and know the Qurán by rote only Of the 52 teachers in charge of indigenous schools in the district, 29 cannot read or write and 34 are ignorant of arithmetic.

ROHTAK DISTRICT.

Age of pupils and their attendance.

The pupils in the Qurán and the Lande or Mahájaní schools are generally of tender age, while those attending the purely Arabic and Sanskrit schools are grown-up men.

No register is kept in any kind of indigenous schools, and the attendance of the pupils is reported to be far from regular, especially in Sanskrit schools, where they are often absent for several months during the year.

Income of teachers.

The teachers of Persian schools receive, it is stated, some small cash from their pupils, besides their daily food. Those of the Qurán schools are mostly Mullás of Masjids who depend for their support on the charity of the people. They teach boys because they have nothing else to do. Some can make a little income from the parents of the pupils; others teach because they consider it an act of virtue to do so. All make their pupils work for them according to their age and capacity.

The Sanskrit schools are usually attended by Brahmans, who pay but little for their education, and earn their daily bread by begging. The teachers live upon the income derived from the reciting of religious books to the people, and from the performance of marriage and religious ceremonies in the families of their clients. A Pádha of a Lande or Mahájaní school receives cash payments from his pupils, such as a present of one rupee or less for each *patti* or stage of progress in the multiplication-tables, a weekly fee of one

pice, and a parting gift of a rupee or so when a boy leaves school finally. In addition to these cash payments a Pádha receives his daily food from his pupils. The income of a Brahman Pádha is reported to be usually larger than that of a Musalmán Jogí.

Mahájaní schools are not permanent.

The District Inspector reports that as Lande or Mahájaní characters can be learnt in a very short time, the Pádha has to move to another village as soon as he has taught all the boys who want to learn in any place.

Qualifications of teachers.

The teachers of 8 out of 10 Persian schools are reported to be altogether ignorant of arithmetic, and unable to prepare boys even for the Lower Primary school examination; while those of the Qurán and the Lande or Mahájaní schools are, as a rule, unable to read or write a vernacular language. Of 98 teachers in charge of indigenous schools in this district, 23 cannot read, 27 cannot write, and 64 are unacquainted with elementary arithmetic.

Willingness of teachers to accept Government grant-in-aid of their schools.

Some of the teachers are willing to accept Government grant, and to send their sons or relatives to the Normal schools for training; but those of the Sanskrit schools do not care to do so, as their sole aim is said to be to teach religious books and to prepare their pupils, who are always Brahmans, for their daily work as priests.

SIRSA DISTRICT.

The Deputy Commissioner makes the following remarks regarding the indigenous schools in this district:—

General remarks.

"In purely Qurán schools passages from the Qurán are recited by rote without comprehension of the meaning, and nothing else is taught. In Sanskrit schools, books connected with religion and astrology in the native system are taught. The Mahájaní schools aim at teaching mental arithmetic, which is likely to be useful to the pupils in their business as small traders, but nothing like book-reading or writing is ever attempted. The teachers of the Persian and Qurán, and of the purely Qurán, schools are attached to mosques, and are not paid separately for teaching. They receive religious dues as religious teachers, and teach the Qurán, &c., as a religious duty. They get their dues in kind, as bread and grain, and receive presents on marriage and funeral occasions. They generally add agriculture to their teaching business. The schools in the villages are not kept open all the year round, and the attendance in them is irregular."

(NOTE.—The qualifications of teachers are shown in a tabular statement and need not be repeated, and attention has been drawn to the fact above.)

UMBALLA DIVISION.

UMBALLA DISTRICT.

Persian schools.

Of the Persian schools, 5 are in the city and cantonment of Umballa, and are reported to be fairly attended; the teachers depending on the fees realized from their pupils. The other 27 schools, which are scattered all over the district, have been established by Patwáris, Lambardárs or Jagírdárs for the benefit of their children, and are principally supported by them. Such schools, it is reported, are

generally closed as soon as the children for whose benefit they were established have learnt to read and write.

Persian and Qurán schools.

The Persian and Qurán schools are generally held in the Masjids. The Mullá or teacher is paid by the Muhammadan community for his services in connection with the Masjid. They teach the Qurán as well as books of religion and literature in Persian, for which they are remunerated separately by the parents of the pupils according to their means.

The schools are attended mostly by Muhammadans, and very few of the teachers are acquainted with arithmetic.

Qurán schools.

The Mullás of the Qurán schools know and teach the Qurán only, and are seldom able to read or write either Urdú or Persian. Most of these Mullás are blind or otherwise disabled, and their income is generally so small that it is considered barely sufficient to cover the expenses of their food and clothing.

Schools for Arabic learning.

The two schools for Arabic learning are in the city of Umballa, and are supported by the Muhammadans (one by the Sunnís and the other by the Shiás) of the place. In both these schools, reading, writing and arithmetic are taught in addition to the principles of religion.

Gurmukhí schools.

The Gurmukhí schools in the district are reported to be very inferior and not well attended, with the exception of two schools at Sháhábád. The teachers depend on the income of the Dharmsálás to which they are attached.

Sanskrit schools.

The Sanskrit schools are maintained by learned Brahmans in their own houses, and are attended by the sons of Brahmans only. The teachers demand no payment, considering it a religious virtue to impart a knowledge of the Vedás gratis. The pupils depend on the charity of the people and go begging alms from house to house.

Mahájaní schools.

The Mahájaní schools are not, it is reported, permanent institutions. They are, it is stated, generally opened at that time of the year when the zamíndárs have little to do in the fields, and closed when there is work for their children at home. The teachers in this class of schools are Jogís, whose hereditary occupation is to earn their livelihood by teaching multiplication-tables and some mental arithmetic in their own way to the sons of shopkeepers and others. They receive food from their pupils, and a fee of one pice from each pupil every Sunday, with a quantity of grain at harvest-times. In addition to this income, a Pádha receives the present of a rupee or so when a boy finishes his multiplication-table and commences to write on a *patti* (wooden board). He is not forgotten on the occasion of a marriage or other ceremony of domestic rejoicing.

Suggestion for improving the efficiency of indigenous schools.

Payment by results is suggested to be the best way of increasing the efficiency of the indigenous schools in this district, though it is observed at the same time that the teachers, as a rule, will not be willing or able to prepare boys for examination by standards. At the conclusion of the district report, however, it is proposed to make a beginning with the Persian and Sanskrit schools in the first instance, and, if the results be satisfactory in their case, to extend the system to the other kinds of schools.

LUDHIANA DISTRICT.

The Deputy Commissioner reports that in all the 128 purely Qurán schools in the district the boys are not taught to write at all, and the teachers cannot as a rule write, that the Qurán is simply committed to memory without regard to the meaning, and that the teachers are usually priests of Masjids, or Qázís who are paid as such from the Masjids, and receive nothing for their teaching.

Qurán schools.

In Gurmukhí schools religious books are taught, and in some writing and arithmetic also. Faqírs, generally Mahants, or presiding priests of Dehrás or temples, are the schoolmasters. They get no regular salaries, but receive presents at marriage, &c. They live mostly by begging.

Gurmukhí schools.

The Sanskrit schools are all attended by the sons of Brahmans, who are taught without any payment.

Sanskrit schools.

In the Lande or Mahájaní schools, mental arithmetic and writing in the Mahájaní character are taught. The teacher gets a pice from each of his pupils every eight days. When a pupil begins to learn writing or multiplication, and also when the school is left, the teacher receives a present of one rupee. The teacher's daily food is often supplied by the pupils.

Mahájaní schools.

SIMLA DISTRICT.

The Deputy Commissioner makes the following remarks regarding the state of indigenous education in the district:—"The indigenous education in this district is of the most elementary kind. It is little attended to in the Native States. There is an English and Vernacular school at Náhan, and I think two or more Vernacular schools in the villages: Pátsháláś at Arkí, Nálágarh and Bhajjí. I am not aware of any other Vernacular indigenous school in the Hill States."

State of indigenous education in the district.

LAHORE CIRCLE.

JULLUNDUR DIVISION.

JULLUNDUR DISTRICT.

The "purely Qurán schools" are exclusively attended by Muhammadan children who are taught to read the Qurán and nothing else. These schools are generally conducted by village *Mullás* and *Imáms*, who, with a few exceptions, are unable to read and write any indigenous dialect. Such schools are of no practical utility.

Qurán schools.

These are attended by both the Muhammadan and Hindú boys. Books containing tales of questionable morality, such as Bahár-i-dánish and Masnawí-i-Ghanímat, are taught in these schools.

Persian schools.

The remarks on schools No. 2 apply to these also, with this difference, that Persian is taught along with the Qurán in these schools.

Persian and Qurán schools.

These are chiefly attended by Sikh boys who study the Granth.

Gurmukhí schools.

Arabic schools.

There are only 3 schools, with an attendance of 21 scholars, in which Arabic grammar, literature and theology are taught; the rest are all Qurán schools.

Shástrí schools.

Under this class are entered all those schools in which Brahman boys receive religious instruction. They generally commit to memory those parts of the *Shástra* which are required in the performance of religious ceremonies. Really there are very few Sanskrit schools deserving of the name.

Lande schools.

These are attended mostly by sons of shopkeepers (Khatrís, Baníyás, &c.) for instruction in keeping accounts.

The teachers of indigenous schools are, as a rule, ignorant of arithmetic. However, I should think the following schools, if encouraged by Government grants-in-aid, might in time become useful institutions:—

(1) Shástrí schools at Kartárpur, Sháhkot and Bangá conducted by Pandits Rám Chand, Lachmí Dhar and Gopál Rám, all good Sanskrit scholars. The last is a young man of great promise, and might be sent to the Normal school.

(2) Gurmukhí school at Darullí, taught by Bháí Sundar Singh, a popular school in the neighbourhood of 'Adampur.

(3) Persian schools at Núrmahal, Ravat, Paddí, Garhwaidán and Báloke. The teacher of Garhwaidán and the son of the teacher at Báloke are fit persons to be sent to the Normal school.

HOSHIARPUR DISTRICT.

Sanskrit schools.

In the Sanskrit schools, mostly works on religion, ceremonies—religious and social—and astrology are read, and in a few instances a knowledge of grammar and general literature is added. In the opinion of the Assistant Commissioner, Sardár Gurdiál Singh, to whom the work of revising the District Inspector's report on indigenous schools in the district was entrusted by the Deputy Commissioner, these schools flourish because Sanskrit does not form part of the curriculum of Government schools except as an optional subject in district schools.

Purely Qurán schools.

The case of the purely Qurán schools is somewhat similar to the case of Sanskrit schools—

Every Muhammadan is bound by his religion to teach his sons to read the Qurán and to recite their prayers. It is not necessary that the boys in their first reading should be also taught the meaning of the sacred book, so all that is done in these schools is that little boys are taught to read the text of the Qurán, but in some of the schools other subjects are also added, and a few advanced students learn Persian and some books of the Muhammadan religion.

Mahájaní schools.

The best attended schools in the district would appear to be those for teaching Lande or Mahájaní, in which elementary arithmetic and the writing of names are taught. These schools, it is reported, are attended by boys of mercantile classes, and the Assistant Commissioner observes that the existence of some very popular schools of this class in Hoshiárpur itself, indicates that the system of instruction prevailing in our schools is not popular with the trading classes. The Assistant Commissioner adds:—

"Our schools are attended by boys whose parents are preparing them for Government service, and not by the sons of those who wish to prepare them for their own trades. This is a great and very serious defect. I think the experiment of opening schools where reading in Nágrí characters and arithmetic, including the *native* system of account keeping, be taught, is worth trying. If such schools find popularity, as I doubt not they would, not with the service-seeking class, but with the commercial classes, they would be a hundred times more useful to the people than the present village schools, which turn out men who are only fit to become Munshís. If such elementary schools as I have suggested be established, they would really be a boon to the commercial classes, and the boys instructed there would learn a character of almost universal application in India, and of which the various existing Hindí alphabets are mere local forms, and they would learn arithmetic better than in the present Lande schools; and their own system of keeping accounts, which I maintain, after careful comparison with the Persian and English systems of book-keeping, to be inferior to none."

Nágrí and Gurmukhí schools.

Regarding the Nágrí and Gurmukhí schools, Sardár Gurdiál Singh says:—

"The schools where Nágrí and Gurmukhí characters are taught, together with elementary arithmetic, are in fact the Pádha schools in another form. The difference lies simply in the Lande characters being replaced by Nágrí or Gurmukhí. In rural tracts these two characters are chiefly used for the purposes of book-keeping instead of the Lande alphabet."

Persian schools.

The small number of schools in which Persian is taught, and the low attendance in them, is attributed by the Assistant Commissioner to the fact that Persian and Urdú are taught in our Government schools, where the boys have to pay very little, whilst in the indigenous schools they have to maintain the teachers.

Miscellaneous schools.

The schools returned as Miscellaneous show a very good attendance. In these institutions the subjects of study are almost the same as in Government Primary schools They are evidently started by persons who have been educated at a Government school, or by teachers discharged from Government schools.

Qualifications of teachers.

In respect to the qualifications of the teachers, the Assistant Commissioner observes:—

"As regards the teachers employed, the inquiry shows that in the inferior class of schools (where the attendance is under 6) the masters are inefficient, but in some of the second class schools (*i.e.*, where the attendance is between 6 and 12) the masters are fairly efficient, and in the higher class of schools (*i.e.*, where the attendance is above 12) the teachers are generally efficient. Their shortcoming lies in arithmetic, in which subject they are not well up; otherwise they are quite efficient to prepare boys for the Lower school standard."

Remuneration of the teachers.

As to the remuneration of the teachers, the District Inspector, who made personal inquiries into the state of each indigenous school in the district, states that, as a rule, they are but ill-remunerated for their work as teachers; that in most cases they hold some sort of religious office or carry on some trade from which they derive their subsistence, their income from teaching being very paltry as well as precarious. The Assistant Commissioner, while corroborating the District Inspector's statement, adds, incidentally, that he was told that some of the Pádhas in the town of Hoshiárpur make up as much as Rs. 15 a month.

Discipline in indigenous schools.

On the subject of discipline in indigenous schools Sardár Gurdiál Singh remarks :—

"The discipline in schools of such a character of course would not be good. There is generally no system and no regularity, and the pupils are often employed in the menial service of the schoolmasters. But there are several exceptions to this state of things: there are several schools where the system of classification and the discipline of our schools has been adopted. This clearly shows that the indigenous schools are capable of improvement in this respect."

KANGRA DISTRICT.

The report from Kángra did not contain any comments upon the statistics furnished for indigenous schools.

AMRITSAR DIVISION.

AMRITSAR DISTRICT.

The attendance in indigenous schools, especially in those in which the Qurán or Sanskrit is taught, is reported to be very irregular; and when the boys do attend, they attend for a portion of the day only. It is stated that Muhammadans in villages send their children to school when very young, and their object in doing so is not so much that they should learn anything, as that they may be kept from playing about all day and from being a source of trouble to their mothers at home. As soon as a boy is able to help his father a little, he is withdrawn from school.

Attendance of the pupils and the object of the parents in sending them to indigenous schools.

Temporary character of indigenous schools.

The existence of indigenous schools is said to be temporary. As soon as a teacher finds that he is not supported by the people, he gives up teaching and has recourse to some trade or employment.

Inclinations of people to attend different kinds of schools.

Sikhs are fond of learning Gurmukhí, or Persian, or both. Muhammadans go to the purely Qurán, the purely Persian, or the Persian and Qurán, schools. Shopkeepers, whether Hindús or Musalmáns, have their sons taught Lande or Mahájaní for the purpose of keeping accounts. The Brahmans learn as much of Sanskrit as is essential to enable them to perform the ceremonies of their Jajmáns (clients) who contribute towards their support; some few acquire proficiency in the higher branches of learning, such as astronomy, astrology, &c., according to the native system, as well as in literature. In rare instances Muhammadans also have been found to attend Gurmukhí schools; but these belong to the Dúm or Rabábí (musician) class, who earn their livelihood by singing verses or sayings from the sacred books of the Sikhs.

Income of teachers.

In a Qurán school the teacher is usually a Qází or Mullá, who, as such, derives his income chiefly from his attendance at the marriages and funerals of his co-religionists. From each of his pupils he receives only one pice every Thursday, loaves of bread every eighth day, and cash, amounting to about Rs. 3 in all, at different periods of a pupil's progress through the Qurán. Some Masjids have pieces of land attached to them.

The teacher of a Persian school levies fees from his pupils, varying from two annas to one rupee according to the circumstances of the parents. His daily food is supplied by the pupils by turns.

In Lande or Mahájaní schools each pupil pays one pice to the teacher every Saturday and one *damrí* every Tuesday, as payment for the teacher's supplying the pupil with reed pens during the week. If the teacher is a Brahman, he takes some flour from each boy every Sunday in addition to the usual fee of a pice per week. Larger cash payments during the whole period of a pupil's attendance at school made at certain stages of his progress amount ordinarily to Rs. 5.

The teacher of a Sanskrit school often teaches gratuitously; sometimes he feeds his pupils also, being himself supported by his earnings as fortune-teller, medical adviser, or as a preacher of the Shástras.

A Bhái, or teacher of a Gurmukhí school, is a Sikh Sádh or mendicant who subsists on the loaves which he collects from houses in the village. In some few cases a piece of rent-free land is attached to the Dharmsálá in which he lives and carries on the work of teaching. His income from his pupils directly amounts to Rs. 3 in all, exclusive of the one pice taken from each pupil every Sunday, and two pice on every *Amáwas*, *i.e.*, the day of the new moon.

Assistants in indigenous schools.

The teacher in charge of an indigenous school seldom thinks of employing a paid assistant, but he usually gets assistance from his son or an advanced pupil.

Qualifications of teachers.

The teachers of Persian, Sanskrit and Gurmukhí schools are, as a rule, able to read and write in the languages they profess to teach, but the knowledge of the teachers in purely Qurán schools consists in reciting the Qurán only. The Pádhas of Lande or Mahájaní schools cannot read a printed book, but they know mental arithmetic quite sufficient to teach for the purpose of ordinary shopkeeping. A few of the teachers of Persian schools know arithmetic up to the Lower Primary standard. Those of Qurán and Gurmukhí schools, more especially the former, are altogether ignorant of accounts.

GURDASPUR DISTRICT.

Qurán schools.

The Deputy Commissioner makes the following observations regarding the Qurán schools :—

"Most of the schools in which the Qurán is taught are valueless in every point of view, the Qurán being merely learnt off by rote, neither the teacher nor learner understanding in the least what the words mean. As an instance in point I may mention that the little daughters of one of my *khidmatgárs* read the Qurán, and I asked one of these children, aged about 8, to recite something out of the book. She had evidently learnt the Qurán off by heart, and at once gabbled on for about four or five minutes from memory, repeating without hesitation passages in Arabic, a language she knows nothing of: and as with this child so it is with nearly all. Such teaching may be useful for the memory, but it can be useful for no other possible purpose.

"The teachers in these Qurán schools are either the Qázís of the Masjids who gain a small livelihood from the fathers of their scholars or the boys who have received a little education and cannot prosecute their studies further, or do not care to leave their homes When the scholar has finished the Qurán, then the teacher gets a reward in cash, besides the grain payments doled out as the work of tuition went on.

"The District Inspector reports that he has found several instances of old carpenters, blacksmiths, chaukídárs, blind men and others who know the entire Qurán by heart, and, being quite unfit for the exercise of their own trades, set up as teachers. The usual payment to these teachers takes the form of half-yearly grants of grain."

Teachers in Urdú-Persian schools, and their means of livelihood.

In the Urdú-Persian schools the teachers are reported to be generally those who have been dismissed from the Government schools for incompetency, or who have declined to go to the Normal school, and sometimes men who have learnt from old Mullás. The rate of wages to such teachers is not high, the common practice being for the fathers of those taught to supply a daily ration of food.

Lande or Mahájaní schools.

Regarding the Lande or Mahájaní schools the Deputy Commissioner says :—

"The Lande or Mahájaní Pátsháláś are taught by the Pádhas who wander about from village to village, having arranged with the parents of the boys for the remuneration. The general rate of wages per boy appears to be a pice and some grain every week. When the pupils are well up in writing names, then the teacher visits the next village or town on his list. In some places, however, the District Inspector found that the shopkeepers taught boys Mahájaní in recompense for service rendered in the shop."

Deputy Commissioner's view regarding sending teachers to the Normal school.

The Deputy Commissioner reports that in some villages or towns there are village Pandits or Bháijís who are not in a position to leave their homes to attend the Normal school, and that if they leave their villages they lose their pupils, and, with them, their means of gaining a livelihood.

Pupils made to work for their teachers.

The District Inspector reports that in some Dharmsálás he found the pupils engaged in the household work of the teacher, such as the preparation of *bhang*, the instructions given being the reward for the service.

Deputy Commissioner's personal view of indigenous schools generally.

At the conclusion of his report, the Deputy Commissioner observes :—"In my opinion these indigenous schools are worthless and serve no purpose. In fact, the education obtained in some of them is worse than useless, deterring boys, as it does, from going to the Government schools where they would receive a proper education, and instructing them in that which can be of no possible use to them in their after career."

SIALKOT DISTRICT.

Difficulty in eliciting information from teachers; and a summary of indigenous schools.

The District Inspector reports that he experienced considerable difficulty in eliciting information from the teachers of indigenous schools, who, he says, suspected that the inquiry was meant to take away their pupils to Government schools and to deprive them of their means of subsistence, although he fully explained to them that the real object of Government in instituting the inquiry was to afford them help and to improve the condition of their schools.

He reports that generally the indigenous schools are held from 6 to 10 in the morning; that there is no attempt at dividing the boys into classes; that the boys read with a bad pronunciation and shout out their lessons, swinging forwards and backwards without understanding the meaning; that in schools in which Persian is taught the boys translate passages from Persian into the Vernacular literally, and without any regard to accuracy and idiom.

LAHORE DIVISION.

LAHORE DISTRICT.

Of 563 indigenous schools in the Lahore District, 140 schools with 1,677 scholars are in the city of Lahore and its suburbs.

Location of schools.

The indigenous schools are held in Masjids, Takyás, Thákardawárás or Dharmsálás, and sometimes in the teachers' own Baithaks or houses.

Conduct of work in indigenous schools.

The arrangements for maintaining discipline are reported to be very defective. The lessons are given separately to each boy, and the teacher is assisted by a senior pupil or a relative. Friday is observed as a holiday in all schools belonging to Musalmáns, and Sunday in all schools intended for Hindú boys only. In Hindú schools arithmetic is taught in the morning and writing in the afternoon.

Remuneration of teachers.

There is no fixed scale of fees. Generally, a Musalmán Pádha gets a pice per week and a loaf of bread for each day from each of his pupils; a Brahman Pádha or a Bhái receives quantities of flour, *ghí*, *dál*, salt and vegetables; a cash present is also made at the commencement of each progressive step of instruction, on the occasion of a marriage, birth of a son in a pupil's family, and on important festivals. In villages a certain quantity of corn is given to the teacher at harvest-times, and sometimes clothes also.

Teachers and their qualifications.

Most of the teachers in this district are reported to be of very poor attainments, and they are especially ignorant of arithmetic. Some of those in Qurán schools are blind, a few are lame or infirm. Some schools are kept up by weavers and others who, while plying their own trades, carry on the work of teaching boys.

GUJRANWALA DISTRICT.

The proportion of boys of the agricultural class is small, and the District Inspector explains that the people of this class in the district say that education spoils their children and unfits them for the work of the field.

Income of teachers.

The Muhammadan teachers are, as a rule, attached to mosques, and the Hindú teachers to Dharmsálás, and they depend for their support upon these institutions. Their income from teaching alone is reported to be but little, and there are no fixed rates of payment. In Muhammadan schools a present of from four annas to one rupee is made to the teacher when a pupil has finished a chapter, or the whole of the Qurán, or a book. In Hindú schools some teachers receive a pice every eighth day from each of their pupils, besides food; and others teach gratuitously. Some teachers are cultivators and live upon the produce of their land.

FEROZEPORE DISTRICT.

Subjects of study in indigenous schools.

In Persian schools, books like Kháliqbárí, Gulistán, Bostán, &c., are taught without grammar; the Qurán schools teach the Qurán by rote without meaning; and a few books in the Panjábí language written in the Persian character, containing instructions as to the manner of

reciting prayers, keeping fasts, &c.; in the Gurmukhí schools, as in the Qurán schools, religious books are taught; the Sanskrit schools teach grammar, literature and some books of religion; and the Lande or Mahájaní schools teach the Lande characters with multiplication-tables, mental arithmetic, and book-keeping.

Teachers and their qualifications.

The Persian and Qurán schools are mostly conducted by Qázís attached to Masjids; the Gurmukhí schools taught by Sikh Bháís to Dharmsálás; Sanskrit schools taught by Pandits to Thákardwárás or Hindú temples, while the Lande or Mahájaní schools are held in shops or in the houses of the teachers who are called Pádhas.

Sources of income of the teachers.

The sources of income of the teachers of indigenous schools differ in schools of different denominations. In many of the Qurán and Persian schools the teaching is '*Lillah*' (for God). In others it is paid for either directly by the students in the shape of presents of money, clothes or cattle, according to their circumstances, after finishing a chapter or the whole of the Qurán, or indirectly by the village community who supply the teachers, as the Qází of their mosque, with daily food and grain at each harvest, and present him at every birth of a male child, marriage and death with a sum varying from 4 annas to 2 rupees. Cases are also to be met with in which the village community have made a grant of land to the Mullá of their village mosque.

In Gurmukhí schools direct payment by students to their tutor is seldom made Ordinarily, he gets a present of one rupee at every marriage, his daily food from the villagers, corn at every harvest, and a sum of money on each occasion of his reading the Granth from beginning to end called '*Bhog.*' Some of the Granth readers or village Bháís possess rent-free land.

In Lande or Mahájaní schools payment by pupils to their Pádha is direct. It is generally one pice every week or one anna per month, food by turns, and from Rs. 4 to Rs. 5, in all, presented at different stages of a pupil's progress.

The teachers of Sanskrit schools are not paid as a rule by the pupils, except in some large cities. They live on the charity of the people, especially on their earnings from Kathá, *i.e.*, the presents of money, corn and clothes made by the people on his finishing the reciting of a sacred book to the people such as the Mahábhárat and the Rámáyan.

RAWALPINDI CIRCLE.

RAWALPINDI DIVISION.

RAWALPINDI DISTRICT.

The Deputy Commissioner reports that about 150 villages in the plains, and those of the Murree Tahsíl in which 4 schools are believed to exist, have remained unvisited.

Qurán schools.

Wherever there is a mosque, Muhammadan boys may be seen reading the Qurán or a book of prayers in the morning with the Imám of the mosque. The pupils are mostly the sons of zamíndárs who rarely learn anything except a little religious reading. They read the Qurán without meaning, and writing is not taught to them at all. Some of the Mullás who are blind teach the Qurán by rote; and some also who are not blind teach the Qurán from memory without looking at the book.

Arabic schools.

There are not many schools in which Arabic is taught as a language; even where it is taught, only a few grown-up men learn a little of grammar and commentaries on some religious books.

Persian and Qurán schools.

Of the Persian and Qurán schools, in 13 only a little arithmetic is taught; in Persian such books as Sikandar Námá, Bahár-i-dánish are taught, but the Deputy Commissioner observes that the boys cannot read an Urdú book readily or correctly.

Gurmukhí schools.

In the Gurmukhí schools extracts from the Granth are taught. The beginners are taught the letters by writing them on wooden boards, and multiplication-tables by heart, which they are made to write also on boards before they are allowed to read books.

Lande or Mahájaní schools.

In Lande or Mahájaní schools, multiplication-tables and book-keeping are taught, and in some schools Gurmukhí too. Shopkeepers here and there teach their sons at their shops.

Sanskrit schools.

Sanskrit schools are usually attended by the sons of Brahmans who learn a little grammar and acquire a knowledge of Sanskrit so as to be able to discharge the duties of a *'prohit'* or family priest. No arithmetic is taught in these schools.

Teachers and their qualifications.

The teachers of Qurán, and Qurán and Persian, schools are Imáms of Masjids, and are usually weavers or zamíndárs. Those of the Gurmukhí schools are Bháis of Dharmsálás.

Sources of income of the teachers.

The Imáms of Masjids receive presents on marriages, deaths, &c., as ceremony right, and grain at harvest-times. They collect loaves of bread from house to house in the morning, especially on Thursdays. Such of the teachers as are not Imáms of Masjids get corn only at the harvest seasons. The Bháis of Dharmsálás get loaves of bread from the village every morning and evening, and corn on certain days of the month.

The majority of the teachers earn something by working with their hands or following some trade.

JHELUM DISTRICT.

Of all the pupils, 1,027 are Hindús, 12,357 Musalmáns, and 470 Sikhs; or agriculturists 9,852, and non-agriculturists 4,002.

Persian schools.

The Persian schools are attended generally by the children of two classes of people, *viz.*, zamíndárs, who study only sufficiently to be able to understand accounts and read and write in an ordinary manner, and Mullás who study with the object of qualifying themselves for the duties of their calling.

Persian and Qurán, and Arabic, schools.

In the Persian and Qurán schools the Qurán is reported to be the chief subject of study. The schools for Arabic learning are attended chiefly by the sons of Mullás.

Gurmukhí schools.

The Gurmukhí schools are attended principally by the children of Sikhs. The Deputy Commissioner mentions 3 schools which with the addition of arithmetic might be brought to the classification of Lower Primary schools.

Sanskrit and Mahájaní schools.

The Sanskrit schools are attended chiefly by Brahmans. The small number of Mahájaní schools is due, the Deputy Commissioner reports, to the fact that most of the shopkeeper class teach their children in their own shops.

Instruction and attendance at indigenous schools in the district.

The Deputy Commissioner observes that there is no regular course of study in any of the indigenous schools in the district, that attendance is more irregular than at Government schools, and that the same remark would apply to tuition.

GUJRAT DISTRICT.

Persian and Qurán schools.

In Persian schools, books like Karímá, Mahmúd Námá, Gulistán, Bostán, &c., as well as Persian letter-writing, are taught in the old style. The Qurán chiefly is taught in the Qurán and Persian schools, and only a small number of the boys read Persian. The purely Arabic schools are resorted to by students who lead an itinerant life and live upon alms.

Gurmukhí schools.

The Gurmukhí schools aim at teaching religious books of the Sikhs; multiplication-tables are also taught, and some of the boys learn Lande or Mahájaní along with Gurmukhí.

Hindí or Nágrí schools.

Of the Hindí or Nágrí schools in the district one has been recently started at Gujrát and is maintained by subscriptions raised by the Hindús of the place. It includes instruction in Persian, Urdú, and arithmetic to a certain extent.

Sanskrit and Mahájaní schools.

The attendance at Sanskrit schools is composed chiefly of Brahmans who read their prayer-books as well as Lande, Hindí and multiplication-tables; and in some few cases books of a high standard in Sanskrit are also taught.

In Mahájaní schools the multiplication-tables and the writing of names are taught.

Income of teachers.

The average income of the teacher of an indigenous school in the district is reported to have been calculated at Rs. 1-8-8 from the pupils directly. Besides this, he gets something from the people in the shape of donations on the occasion of marriages, deaths, &c.

SHAHPUR DISTRICT.

Fees.

The teachers of indigenous schools receive fees in kind and presents of money, and even of cows or camels.

Need of grant-in-aid.

The Deputy Commissioner has given a list of 9 indigenous schools which he considers will soon rise into useful and popular institutions if encouraged by a grant-in-aid.

PESHAWAR DIVISION.

PESHAWAR DISTRICT.

The Deputy Commissioner remarks that it is very difficult to get the correct numbers, as students come from independent territory and roam about, seldom remaining stationary.

Students of mosques, and their character.

There were 1,001 students who frequented the mosques and made pretence of studying all day long and getting their living by begging. These men mostly come from across the border, and, with a few exceptions, they are bad characters. They go about from village to village, and from mosque to mosque, are in league with all the thieves, and frequently entice women across the border and then sell them.

Support of the teachers.

The Mullás or teachers are generally given a piece of culturable land in each village, which is called '*sarai*.' They also obtain fees at marriages and funerals. No cash payments are regularly made; in a few places contributions have been made by local Kháns and headmen.

Deputy Commissioner's proposal regarding Government support of these schools.

The Deputy Commissioner is of opinion that if Government desires to give grants-in-aid to these schools, provided general subjects are taught, the best form it could take would be to make small allotments of land rent-free, as he thinks that cash allowances would not in some cases be accepted, and in all cases the receipt of money would be liable to be misinterpreted.

HAZARA DISTRICT.

Attendance of pupils.

The Hindú boys attending Lande or Mahájaní schools leave school altogether after learning the ordinary accounts, but those learning Sanskrit or Gurmukhí continue their studies for a much longer time.

The Muhammadan schools are, the Deputy Commissioner writes, well attended for a period of four months in the year, from 15th December to 15th April, when the zamíndárs have no work in the fields. The hours of attendance are in the morning till 10, after which the boys do their household work, some attend in the afternoon too if they have leisure. During the rest of the months in the year very few boys go to school. Grown-up youths, however, who have come from distances and are students of Persian or Arabic, attend regularly.

Income of the teachers.

The teachers of Hindú schools depend for their support on the income of Dharmsálás, that is, on the charity of the people. In some places they get also a pice or two per month from each of their pupils.

The Imáms of Masjids take no fees from their pupils, and teach gratuitously. The reason for their teaching for nothing is that they receive from the people to whom the Masjids belong and whose children they teach, (1) one *auri* (equal to 5 seers) of grain per plough at harvest-times; (2) presents on the occasions of marriages and deaths; and (3) the offerings made during the month of Ramzán. In some instances the Imáms hold bits of and called '*sarai*,' being the gift of the people to whom the Masjids belong.

The difficulty of the teachers in preparing boys for public examination.

The Chief Muharrir reports that the teachers generally say that they would arrange to prepare boys for a public examination if their pupils attended school regularly.

KOHAT DISTRICT.

Subjects of study in the Arabic schools, and their teachers.

The Deputy Commissioner reports that in the Arabic schools the following subjects are taught besides literature: (1) Logic, (2) Philosophy, (3) Theology, (4) Muhammadan Law, (5) Principles of Muhammadan Law, (6) Rhetoric, (7) Mathematics, (8) Astronomy.

These schools are attended by 96 students, who are all grown-up men (*Tálib-ul-'ilm*). The Maulavís who teach in those schools are, the Deputy Commissioner says, much respected by the people.

Special mention of a Persian-Arabic school at Kohát.

Qází Husain-ud-dín, an influential Qází of Kohát, is reported to have started a Persian-Arabic school in June 1881 in the town of Kohát under 8 teachers. It is attended by 183 boys. The Qurán, Gulistán, Bostán and the Muhammadan Law form the course of study. The teachers are paid in grain (according to the following scale), collected from the neighbouring villages at harvest-time, the surplus going to the Qází, who collects also a certain amount of subscription in cash:—

Head teacher	...	...	6 maunds per month.
7 assistant teachers	...	...	3 „ each per month.

Income of other teachers in the district.

In the rest of the district the income of the village Mullá is not fixed. Some grain is given him by the agricultural classes at harvest-time. On occasions of festivals the Mullá obtains food and other presents. When a pupil finishes a chapter of the Qurán he must give some present, called *amín*, varying from Re. 1 to Rs. 12, according to the means of the parents of the pupil, to the Mullá before commencing the next chapter. But all these presents, observes the Deputy Commissioner, are considered to be alms, and it is always understood that the Mullá teaches the boys gratis.

In the Hindú schools the teacher gets from the pupils one pice per head every Sunday, or one anna a month. The fee is called *aitwárí*. The teacher is either a Brahman or a Bháí (servant of Dharmsálá or temple), who gets also certain presents under the name of alms on festivals and sacred days from the Hindú residents of the village.

Location of indigenous schools.

The schools are located in the village mosques or temples. No separate buildings are provided for them.

MOOLTAN CIRCLE.

MOOLTAN DIVISION.

MOOLTAN DISTRICT.

Subjects of study in indigenous schools.

In Masjids all the boys are taught the Qurán first and then Persian or Arabic. Teachers who are well educated teach grammar also. But higher branches of study, religious or scientific, are not taught in the schools of this district. There are but few Sikhs in the district, but Gurmukhí schools are attended by the children of Hindús.

Income of the teachers.

The sources of income of the teachers are very much the same as in other districts of the Province; but the District Inspector reports that there was difficulty in ascertaining the exact amount in each, as the teachers were afraid of telling the truth lest it should turn out to their disadvantage.

JHANG DISTRICT.

Locality of schools.

The indigenous schools in this district are held, as elsewhere, in mosques, Dharmsálás and Thákardwárás. The Landes are for the most part taught at home.

Persian schools.

In 3 of the 11 Persian schools the course of instruction pursued is reported to be that prescribed for the Lower Primary school examination. There is another school of the same class at Jhang, and 10 others in the district, which are reported as being in a flourishing condition, and might, in the opinion of the Deputy Commissioner, be raised to the standard of the Lower Primary school.

Arabic schools.

There are no schools in this district devoted exclusively to Arabic classics, but there are 3 Qurán schools which are mentioned as being capable of passing students for the Maulaví examination of the Punjab University.

Gurmukhí schools.

It is reported that the Gurmukhí schools are doing well, that the boys can read and write Gurmukhí, that at present Jápjí, Granth and other religious books are taught in them, and that there is no inclination to read scientific books.

Sanskrit schools.

Of the 12 Sanskrit schools in the district, 4 are reported as promising; but arithmetic is not taught in them.

Lande schools.

Regarding the Lande or Mahájaní schools the report says—

"The Pádha or Mahájaní schools in this district are very few. The number of these ought to have been greater, considering the extent to which Lande characters are used by all classes of shopkeepers; but it is said that the *baníyás* prefer teaching their boys at home."

Teachers not paid by fixed salaries.

Persons in charge of schools connected with religious institutions are not in receipt of any fixed salaries or allowances, but subsist on charitable offerings given to the institutions to which they belong.

In the opinion of the Deputy Commissioner grant-in-aid may be given to such of the Persian, Persian and Qurán, Gurmukhí and Sanskrit schools as are capable of further improvement and send up candidates in reading from a printed book in any indigenous dialect, in writing, and arithmetic.

MONTGOMERY DISTRICT.

Teachers and their qualifications.

The Deputy Commissioner reports that it was fully explained to the teachers of all the indigenous schools that it was intended to give them grants-in-aid under certain conditions, but that as most of these men are not acquainted with elementary arithmetic, it does not appear to him likely that they will be eligible for the grant.

MUZAFFARGARH DISTRICT.

The division of pupils according to religion is—Hindús 137, Musalmáns 2,052. Of all these, as many as 1,366 are agriculturists and 823 non-agriculturists.

The Deputy Commissioner writes :—

"The large number of Musalmáns and cultivators reading in these (indigenous) schools contrast greatly with the small number who read in the Government schools. If it was not for pressure put on by the Tahsíldárs *sub rosá*, there would be very few agriculturists' sons in the Government schools at all. The reason is that the natives say a boy is lost to them when he enters a Government school, that he no longer is contented with his father's way of living, and that he is of no use to him in the field or at the carpenter's bench. The agriculturists fall back, therefore, on the indigenous schools, and, poor as the education in most of them is, they are quite content to pay for it. How poor the education is will be evident from the fact that out of 381 schools, only about 180 possess teachers who can read an ordinary book, about 120 can teach arithmetic, and only 28 schools can be selected which can be considered as fair.

"I do not think any of the teachers would go to the Normal school. If they did, they would cease to be popular. The boys in an indigenous school look at a master as one of themselves, they look upon a Government schoolmaster as a stranger who comes with white clothes and rules that they do not like. In an indigenous school the master is roughly dressed, and sometimes works with his hands for his living A boy may be absent half the day at field-work and go to school for the other half. No objection is made. A boy can partly earn his own living and yet learn a little when he has leisure. He thus never becomes unaccustomed to the plough and mattock. His hands remain hard, and he can endure the heat of the sun without the umbrella which so often distinguishes the Government school boy. He continues to be useful to his family, and, when he has finished such education as he is to get, he follows the plough contentedly."

Teachers of indigenous schools are mostly Mullás, and their income.

The teachers of indigenous schools in this district are reported to be mostly Mullás; but there are others too. On an average they earn about Rs. 10 a month, but not in cash. Those who are Mullás get a loaf of bread every day from each house. If there are more Mullás than one, they divide this. The teachers get *faslána*, or one sér out of every maund, at harvest. The Mullás of course get fees for religious ceremonies. Sometimes a wealthy zamíndár supports the schoolmaster. There are other fees, such as the one for beginning and for finishing the Qurán or other book,

Deputy Commissioner's suggestion for the encouragement and improvement of indigenous schools.

On this subject the Deputy Commissioner observes :—

"With encouragement, such as a yearly present of from Rs. 10 to Rs. 30 after inspection, I think these schools would do well and become still more popular than they are, at the same time that they become more efficient. Many of the masters declare that, if aided by Government, they will add arithmetic to their course, and if they are not themselves skilled in it, they will get their sons prepared at our schools so as to teach it. The schools might also be assisted by the supply of text-books in which I fear they are deficient, three scholars often looking over one book. I think it would be better to begin with the 28 best schools first, and take up the others gradually. I should deprecate too sudden a change. However, to supply funds for the indigenous schools it will be necessary to disestablish some of our own worst schools. These worst schools are not only an expense but a serious discredit to us. We spend in a small village school what would be an inducement to half-a-dozen indigenous schools to bestir themselves."

DERA ISMA'IL KHAN DIVISION.

DERA ISMA'IL KHAN DISTRICT.

Qurán schools.

The most numerous of indigenous schools in this district are those attached to mosques in which the Qurán only is taught, and the Deputy Commissioner makes the following remarks regarding them :—

"The instruction in these schools consists entirely of learning the Qurán by rote, in which several years are passed without any profitable result. The instruction does not even comprehend ordinary reading of the Persian character. Such as it is, it is given gratis, the teacher being supported in return as a work of charity by the people."

Persian and Qurán schools.

An improvement in this class (Qurán) of schools is found in those schools in which Persian as well as the Qurán is taught. In most of these, too, the teaching is simply by rote, but, in a few, instruction is given in a more intelligent manner. Special mention is made of three schools in which Urdú is taught and which are considered deserving of support.

Mahájaní schools.

The Mahájaní schools are chiefly in the northern part of the Thal in the Bhakhar Tahsíl. The usual amount of instruction given in these schools is absolutely necessary to the Hindús for their daily business. Many boys are taught in their fathers' shops. The teachers obtain their subsistence in the manner usual in such schools.

Sanskrit schools.

The teaching in Sanskrit schools is of the ordinary character, and no great scholarship is displayed.

Gurmukhí schools.

The Gurmukhí schools are reported as being in favor with the Hindús as well as with the Sikhs, especially in the Cis-Indus tract; and the teachers are supported by daily gifts of bread.

DERA GHAZI KHAN DISTRICT.

Fifteen of the Persian and Qurán schools include instruction in Arabic grammar and literature, in addition to Persian and the Qurán, which is taught by rote only.

In the Gurmukhí and Sanskrit schools religious books are taught, as elsewhere.

Mahájaní schools.

Most of the Hindú shopkeepers in the villages teach their boys the Lande characters and account-keeping in their own shops, or send them to a neighbouring shopkeeper or a friend who is capable of teaching these things. The number of regular schools of this class is therefore not large, excepting in the big towns, where the shopkeeping community is numerous. Some of these schools in large towns are attached to Government schools in which boys are taught the Lande characters and multiplication-tables before commencing the study of Urdú.

The small proportion of Hindú boys attending indigenous schools in the district due to religious prejudice.

The proportion of Muhammadan boys to Hindús is very large in the indigenous schools of this district, the religious prejudice being the chief cause that prevents a Hindú father from sending his son to a private school where the teacher is a Muhammadan.

Teachers—their income and qualifications.

The teachers of the Qurán schools generally are men of low position in society. The average income of a Muhammadan teacher is calculated at about Rs. 3 per mensem, although some teachers are in the receipt of Rs. 6, 8, or even 10 per mensem. A few receive fixed salaries from well-to-do people whose children they teach.

Schools to which assistance should be given.

It is reported that assistance would be useful and welcome to the teachers of some of the well-attended Persian, Persian and Qurán, and Lande schools in the district.

BANNU DISTRICT.

General remarks by the Deputy Commissioner.

The Deputy Commissioner makes the following remarks regarding the indigenous schools in this district.—

"It appears that bigotry and fanaticism beyond what is ordinary are prevalent in the Masjid schools or Maktabs of this district. It is well known that a large number of the Tálib-ul-'ilms who frequent them are bad characters and often in league with hill thieves. With schools of this type it does not seem possible to do much in the way of improvement. All, however, are not equally bad. The best of this class are said to be, one at Lakkí kept by Muhammad Hasan who has been educated in Hindustán and knows Arabic, Grammar, Logic and Persian well; and one at Silwán in Miánwálí kept by Maulaví 'Alí Muhammad. A school of another type deserving encouragement is one at Swáns kept by a Hindú named Gurdittá, who teaches Urdú and Persian to 18 boys. The Lambardár of Haved, in Bannú Tahsíl, also started a private school, but he has now asked for the establishment of a Government school."

Time and mode of work in indigenous schools.

It would appear that the teachers begin work early in the morning after prayers for an hour or two, teaching each boy separately without any regard to classification, and then they let the boys go to look after their cattle or crops. The teachers too do the same. A few of the students of Arabic pass the whole day with their teachers in mosques or under the shade of trees outside the village, mastering the day's lesson or reciting what had been learnt previously.

Few teachers would like to go to the Normal school.

It is reported that there are few men amongst the teachers of the indigenous schools in this district who would be able or willing to go to a Normal school.

Table showing number of Schools, and of Scholars according to Religion and Occupation, in Districts

No.	Districts	Total number of all kinds of indigenous schools in the district	Total number of scholars attending all kinds of indigenous schools in the district	Detail of scholars according to Religion				Detail of scholars according to Occupation		Remarks
				Hindús	Muhammadans	Sikhs	Others	Agriculturists	Non-agriculturists	
	Umballa Circle.									
1	Delhi	117	2,041	986	1,052	2	1	359	1,682	
2	Gurgáon	71	731	526	205	...	...	240	491	
3	Karnál	121	1,541	633	900	8	...	339	1,202	
4	Hissar	52	923	579	344	...	...	249	674	
5	Rohtak	98	1,021	623	398	...	...	447	574	
6	Sirsa	105	814	118	654	42	...	622	192	
7	Umballa	293	3,401	1,427	1,835	136	3	1,523	1,878	
8	Ludhiána	388	4,364	1,807	2,241	805	11	2,443	1,921	
9	Simla	10	114	30	82	...	2	...	114	
	Total for the Circle...	1,255	14,950	6,229	7,711	993	17	6,222	8,728	
	Lahore Circle.									
10	Jullundur	378	*a*4,907	1,536	3,057	312	12	2,150	2,767	(*a*) In addition to this 335 girls receive instruction in purely Qurán schools.
11	Hoshiárpur ...	225	2,559	1,069	1,318	161	11	1,280	1,279	
12	Kángra	18	242	196	46	...	..	122	120	
13	Amritsar	256	3,719	1,552	1,472	694	1	894	2,825	
14	Gurdáspur	256	2,212	428	1,674	109	1	1,099	1,113	
15	Siálkot	604	6,831	1,200	5,372	259	...	3,494	3,337	
16	Lahore	563	5,671	1,220	4,118	330	3	1,753	3,918	
17	Gujránwála ...	685	6,663	1,628	4,580	447	8	1,779	4,884	
18	Ferozepore	287	2,903	363	2,128	412		2,028	875	
	Total for the Circle ..	3,272	35,717	9,192	23,765	2,724	36	14,599	21,118	
	Ráwalpindí Circle.									
19	Ráwalpindí ...	873	8,667	1,178	6,721	768	...	6,132	2,535	
20	Jhelum	1,159	13,854	1,027	12,357	470	...	9,852	4,002	
21	Gujrát	1,098	12,223	1,248	10,294	680	1	8,242	3,981	
22	Sháhpur	543	6,025	1,280	4,410	335	...	2,221	3,804	
23	Peshawar	615	6,531	468	5,715	348	...	4,126	2,405	
24	Hazára	1,023	11,546	610	10,918	18	.	8,383	3,163	
25	Kohát	251	2,447	43	2,404	...	...	2,104	343	
	Total for the Circle...	5,562	61,293	5,854	52,819	2,619	1	41,060	20,233	
	Mooltan Circle.									
26	Mooltan	569	3,867	1,047	2,815	...	5	822	3,045	
27	Jhang	314	2,863	982	1,782	99	...	912	1,951	
28	Montgomery ...	173	1,715	576	1,016	123	...	605	1,110	
29	Muzaffargarh ...	381	2,189	147	2,052	...	...	1,366	823	
30	Dera Isma íl Khán...	257	2,472	769	1,663	40	...	1,263	1,209	
31	Dera Ghází Khán ..	479	2,711	362	2,349	...	...	1,301	1,410	
32	Bannú	847	7,607	428	7,161	18	...	6,279	1,328	
	Total for the Circle...	3,020	23,424	4,301	18,838	280	5	12,548	10,876	
	Grand Total ...	13,109	135,884	25,576	103,133	6,616	59	74,429	60,955	

Table showing number of Schools,

No.	DISTRICTS	NUMBER OF SCHOOLS CONTAINING NOT MORE THAN 6 BOYS, AND NUMBER OF SCHOLARS ATTENDING THEM																			
		NO. OF SCHOOLS										NO. OF SCHOLARS IN									
		Persian	Persian and Quran	Purely Quran	Arabic, i.e., literature, logic, &c.	Gurmukhi	Hindi (Nagri)	Sanskrit	Lande or Mahajani	Miscellaneous	Total	Persian schools	Persian and Quran schools	Purely Quran schools	Arabic schools	Gurmukhi schools	Hindi (Nagri) schools	Sanskrit schools	Lande or Mahajani schools	Miscellaneous schools	Total
	Umballa Circle.																				
1	Delhi ..	12	3	7	...	...	6	5	3	1	37	47	10	30	...	...	26	22	8	3	146
2	Gurgaon .	5	7	13	...	...	4	1	...	...	30	13	32	46	...	...	22	6	...	...	119
3	Karnal .	4	5	26	...	...	...	6	3	...	44	16	13	98	...	...	...	27	14	...	168
4	Hissar ...	1	...	11	...	...	..	...	1	...	13	3	...	52	...	...	...	...	6	...	61
5	Rohtak ...	4	1	13	...	...	..	15	1	...	34	17	4	53	...	...	...	67	5	...	146
6	Sirsa .	2	10	37	...	3	...	5	...	...	57	3	46	140	...	13	...	19	...	...	221
7	Umballa .	15	13	34	...	6	...	18	5	...	91	67	63	156	..	21	...	74	19	..	400
8	Ludhiana .	1	15	42	2	54	1	17	5	...	137	2	58	164	10	201	4	75	28	...	537
9	Simla .	..	1	2	1	...	...	..	...	..	4	...	6	10	4	...	...	...	...	...	20
	Total for the Circle ...	44	55	185	3	63	11	67	18	1	447	168	232	749	14	235	52	290	75	3	1,818
	Lahore Circle.																				
10	Jullundur ...	...	7	57	2	18	1	8	...	...	93	...	26	245	11	88	6	39	...	...	415
11	Hoshiarpur ..	4	11	53	...	9	1	15	3	3	99	16	54	225	...	41	4	67	10	15	432
12	Kangra ..	1	...	...	...	...	...	...	..	...	1	4	...	...	..	...	...	...	...	...	4
13	Amritsar ...	7	14	26	...	18	...	9	2	4	79	33	73	97	...	84	...	35	6	16	344
14	Gurdaspur ..	8	15	64	...	8	...	10	6	4	115	30	64	275	...	28	...	47	28	13	485
15	Sialkot ..	5	32	128	1	12	...	6	6	...	190	20	153	521	3	90	...	27	32	...	876
16	Lahore ..	20	34	144	1	29	...	12	8	3	251	76	159	533	4	112	..	44	37	13	978
17	Gujranwala ...	15	69	163	...	21	...	17	12	...	297	46	311	581	...	85	..	70	53	...	1,156
18	Ferozepore ...	6	8	70	...	25	...	1	...	...	110	26	37	299	...	91	...	6	...	...	459
	Total for the Circle ..	66	190	704	4	140	2	78	37	14	1,235	251	877	2,846	18	539	10	335	166	57	5,149
	Rawalpindi Circle.																				
19	Rawalpindi ...	6	23	289	6	19	...	1	...	...	344	23	117	1,256	27	91	...	6	...	...	1,520
20	Jhelum ..	9	26	341	5	16	...	2	3	...	402	33	114	1,400	22	73	...	10	10	...	1,662
21	Gujrat ...	8	62	291	1	18	1	3	4	...	388	33	296	1,193	6	70	6	8	18	...	1,630
22	Shahpur .	8	25	142	...	19	...	4	3	...	201	23	111	567	...	92	...	12	12	...	817
23	Peshawar .	9	42	148	17	14	...	...	...	...	230	26	193	606	77	53	..	...	...	...	955
24	Hazara ..	8	31	208	60	8	...	3	4	...	322	35	144	881	238	33	...	11	20	...	1,357
25	Kohat ..	8	19	94	4	1	...	...	...	...	126	26	73	381	17	5	...	...	...	...	502
	Total for the Circle .	56	228	1,513	93	92	1	13	14	...	2,010	199	1,048	6,284	382	417	6	47	55	...	8,438
	Mooltan Circle.																				
26	Mooltan ..	5	68	295	2	2	...	9	4	...	389	18	258	882	12	9	...	41	12	...	1,232
27	Jhang ..	5	23	86	...	17	...	5	1	1	138	16	118	301	...	78	...	24	2	5	538
28	Montgomery ...	2	13	42	1	5	...	1	1	...	65	8	60	177	6	26	...	6	6	...	289
29	Muzaffargarh ..	9	54	174	8	7	...	6	6	...	261	30	222	582	18	27	...	18	19	...	916
30	Dera Ismail Khan ..	5	11	70	3	3	...	8	6	...	106	17	52	278	13	16	...	34	26	...	436
31	Dera Ghazi Khan ..	26	62	169	1	4	...	9	71	...	344	59	339	519	1	13	...	19	176	..	1,026
32	Bannu ..	27	26	309	13	5	5	5	1	32	421	84	116	1,176	51	24	21	17	3	121	1,613
	Total for the Circle ..	81	285	1,149	28	43	5	43	92	33	1,734	232	1,062	3,915	101	190	21	159	244	126	6,050
	GRAND TOTAL ..	247	728	3,551	126	338	19	201	159	48	5,416	850	3,219	13,794	515	1,431	89	831	540	186	21,455

with their attendance.

NUMBER OF SCHOOLS CONTAINING MORE THAN 6 AND NOT MORE THAN 12 BOYS, AND NUMBER OF SCHOLARS ATTENDING THEM

No. of schools										No. of scholars in									
Persian	Persian and Qurán	Purely Qurán	Arabic, i.e., literature, logic, &c	Gurmukhí	Hindí (Nágrí)	Sanskrit	Lande or Mahájani	Miscellaneous	Total	Persian schools	Persian and Qurán schools	Purely Qurán schools	Arabic schools	Gurmukhi schools	Hindi (Nágrí) schools	Sanskrit schools	Lande or Mahájani schools	Miscellaneous schools	Total
2	4	8	1	...		6	...	1	2	24	26	86	73	7	...	65	..	7	20	228
2	3	4		...		8		6		22	30	10	36	...		77	..	58	..	211
1	..	16	1	2		1	7	4	...	32	10	..	145	10	18	10	66	41	..	299
3	1	10	.	...	..		..	2		16	22	12	90	...	..	...	..	20		144
5	..	14	..	...	..		17	4		39	41	...	122	..		...	142	44	..	349
	3	17		4	1		2			27		85	151	.		7	16	..	...	298
11	15	38	.	4	...		18	24	...	110	101	186	362	.	39	..	171	227	...	1,047
	22	36	.	54	...		10	3		145	..	206	531	.	517		93	80	..	1,377
..	..	2	.	.				..		2			20	...	..	.	..			20
24	53	164	2	64	16	54	44	2	423	224	485	1,530	17	614	159	487	427	20	3,967
5	12	37	1	21	...	17	2	...	146	52	112	813	10	188	31	158	18	.	1,382
...	5	16	..	12	3	11	1	4	52	.	47	172	...	109		107	10	37	518
2	1	...	...	..	.	2		1	6	20	10	..	...	..	..	19	..	7	56
4	22	18	...	9	.	11	1	11	76	36	213	169	.	82	..	107	10	106	728
10	23	46	..	5	..	9	4	.	97	84	209	414	...	41	...	85	87	..	870
4	38	124	2	9		8	12	..	247	34	861	1,116	20	84	...	81	127		2,327
5	48	95	..	12	.	6	4	6	176	49	472	862	...	100		51	46	62	1,642
3	38	71	.	24	..	10	6	1	214	21	803	655	..	320		96	49	8	1,955
2	15	62		23	..	1	1	1	105	17	145	562	...	205		7	8	10	954
35	302	519	3	125	3	75	31	24	1,117	316	2,872	4,763	30	1,129	31	711	805	230	10,887
2	52	214	7	44	...	2	.	...	321	22	499	1,963	60	419	...	18	...	...	2,999
14	49	304	7	21	...	1	2	..	398	125	461	2,807	62	202	...	12	17	...	3,686
4	105	231	2	30	1	4	2	..	388	36	1,002	2,153	23	383	19	22	19		3,656
5	38	110	1	18	...	1	11	.	184	48	374	1,012	8	179	.	8	105	.	1,734
6	54	107	35	12	..	...	.	.	214	60	583	981	324	102				...	2,000
5	96	217	42	15	...	1	11		388	41	953	2,044	387	134	...	9	98	..	3,666
2	21	46	1	...	...	...	...	...	70	19	200	424	10	...	...	...	..		653
38	415	1,329	96	140	1	9	26	...	1,963	351	4,022	11,384	882	1,419	19	69	239	...	18,385
...	31	78	6	4	...	4	1	..	124	..	304	665	50	81	...	36	8	...	1,004
1	24	51		30	...	3	5	1	115	9	214	480		272	...	25	48	8	1,045
1	18	24	2	18	...		7	...	70	8	157	212	15	175	...	..	53		620
5	44	37	10	1	..	...	2	...	98	46	387	318	106	8	..		16		881
7	28	44	1	9		4	5		93	61	213	380	9	79	..	38	44	.	824
1	44	89	.	.	.	4	5	.	99	12	408	332	.	...		37	48	.	842
4	26	163	10	6	3	1	..	2	240	38	246	1,507	90	50	21	8	..	234	2,194
19	200	436	29	68	3	16	25	2	833	174	1,928	3,864	270	815	21	130	216	242	7,469
116	979	2,348	130	406	23	154	126	5	4,836	1,065	9,307	21,541	1,189	3,777	230	1,406	1,187	492	40,204

Table showing number of Schools,

No.	DISTRICTS	NUMBER OF SCHOOLS CONTAINING MORE THAN 12 BOYS, AND NUMBER OF SCHOLARS ATTENDING THEM																			
		No. of Schools										No. of Scholars									
		Persian	Persian and Qúrán	Purely Qúrán	Arabic, i.e., literature, logic, &c.	Gurmukhi	Hindi (Nagri)	Sanskrit	Lande or Mahajani	Miscellaneous	Total	Persian schools	Persian and Qúrán schools	Purely Qúrán schools	Arabic schools	Gurmukhi schools	Hindi (Negri) schools	Sanskrit schools	Lande or Mahajani schools	Miscellaneous schools	Total
	Umballa Circle.																				
1	Delhi ..	11	3	9	4	...	23	...	4	2	56	261	50	296	370	...	606	...	69	103	1,667
2	Gurgaon .	1	2	1	...	...	6	1	8	..	19	30	31	15	...	...	103	20	202	...	401
3	Karnal .	5	6	17	2	..	2	2	11	..	45	131	151	325	62	..	50	33	320	...	1,074
4	Hissar	2	2	8	...	...	...	3	8	..	23	81	35	157	...	...	..	50	445	...	718
5	Rohtak	1	...	8	...	...	1	3	6	..	25	22	...	159	...	...	15	188	142	...	526
6	Sirsa		9	4	...	...	..	...	2	...	15	...	127	68	...	...	...	...	70	...	295
7	Umballa ...	6	21	25	2	4	...	11	24	...	93	128	408	483	81	60	...	216	590	...	1,966
8	Ludhiana ..		18	30	...	30	...	16	12	...	106	...	389	604	...	862	...	281	514	...	2,450
9	Simla .		2	.	..	...	...	1	...	1	4	..	42	...	..	...		13	...	19	74
	Total for the Circle	26	63	102	8	34	32	43	74	3	385	603	1,261	2,017	513	722	776	803	2,352	122	9,169
	Lahore Circle.																				
10	Jullundur ..	5	28	61	...	12	2	18	12	...	140	158	497	1,230	...	259	35	886	566	...	3,151
11	Hoshiarpur	2	16	18	...	11	1	11	6	9	74	30	316	841	...	227	18	285	216	216	1,614
12	Kangra .		1	1	...	.	..	5	...	1	11	49	13	16	...	...	...	54	...	21	182
13	Amritsar	8	23	13	...	10	...	9	14	29	101	50	405	213	...	238	...	250	572	924	2,652
14	Gurdaspur		10	18	1	1	2	...	1	5	44	...	286	846	21	20	55	...	98	105	857
15	Sialkot	7	37	47	6	8	..	4	8	..	167	169	1,032	879	124	182	..	62	293	..	2,721
16	Lahore .	5	36	50	...	7	...	6	16	16	156	93	677	1,072	...	119	...	180	367	543	3,051
17	Gujranwala .	7	32	38	1	27	..	10	10	...	175	179	1,553	714	24	560	...	210	312	...	3,552
18	Ferozepore .		16	38	...	5	..	5	8	...	72	...	317	769	...	88	...	77	249	...	1,490
	Total for the Circle	34	205	286	8	81	5	68	75	60	920	728	5,997	5,602	169	1,688	108	1,503	2,877	1,809	20,181
	Rawalpindi Circle.																				
19	Rawalpindi .	7	56	80	9	53	...	2	1	...	208	145	1,071	1,461	154	1,240	...	28	58	...	4,157
20	Jhelum ...	10	78	221	7	38	...	1	4	...	359	256	2,050	5,028	161	907	...	20	84	...	8,506
21	Gujrat ..	3	148	120	1	39	1	8	8	...	328	66	3,219	2,426	52	801	43	173	160	..	6,942
22	Shahpur ...	2	40	65	1	34	...	2	14	...	158	32	928	1,304	48	791	...	81	294	...	3,474
23	Peshawar ..	3	48	73	27	20	...	...	...	...	171	43	952	1,468	580	450	...	...	...	...	3,576
24	Hazara ..		162	122	12	10	...	1	6	...	313	...	3,710	2,254	232	161	...	14	152	...	6,523
25	Kohat ...	.	19	31	3	2	...	...	...	...	55	...	317	675	69	31	...	...	...	...	1,292
	Total for the Circle	25	551	712	60	196	1	14	30	...	1,389	545	12,445	14,618	1,294	4,461	43	316	748	...	34,470
	Mooltan Circle.																				
26	Mooltan		22	17	6	1	...	3	5	...	56	...	615	342	106	13	...	80	553	..	1,541
27	Jhang ...		15	13	...	17	...	4	5	2	61	110	331	253	..	395	...	67	89	55	1,300
28	Montgomery	2	10	7	1	14	...	...	4	...	38	32	201	188	20	265	...	...	130	...	836
29	Muzaffargarh ...	1	3	4	7	1	...	1	..	..	22	...	166	59	131	16	...	20	...	...	392
30	D. I. Khan ..		17	19	.	4	..	3	12	...	58	62	326	328	...	107	...	55	337	...	1,215
31	D. G. Khan ...	1	28	12	..	...	..	...	1	...	42	20	588	235	...	...	.	...	40	..	883
32	Bannu		41	99	2	5	2	...	1	36	186	...	759	2,006	80	146	41	...	44	724	3,800
	Total for the Circle	12	141	171	16	42	2	13	28	38	463	224	2,756	3,379	337	942	41	222	1,223	779	9,904
	GRAND TOTAL	85	1,060	1,271	92	353	40	138	207	101	3,357	2,100	23,459	25,616	2,313	7,813	968	2,844	6,902	2,710	73,725

with their attendance—concluded.

TOTAL NUMBER OF SCHOOLS AND SCHOLARS

NO. OF SCHOOLS										NO. OF SCHOLARS									
Persian	Persian and Quran	Purely Quran	Arabic, i.e., literature, logic, &c.	Gurmukhi	Hindi (Nagri)	Sanskrit	Lande or Mahajani	Miscellaneous	Total	Persian schools	Persian and Quran schools	Purely Quran schools	Arabic schools	Gurmukhi schools	Hindi (Nagri) schools	Sanskrit schools	Lande or Mahajani schools	Miscellaneous schools	Total
28	10	24	6	...	35	5	8	5	117	328	96	302	377	...	699	22	84	126	2,041
8	11	18	...	...	18	2	14	...	71	73	73	97	...	...	202	26	260	...	731
10	11	59	...	2	3	15	18	...	121	157	164	568	72	18	60	127	876	...	1,541
6	3	28	...	...	...	3	11	...	52	56	47	219	...	...	...	50	471	...	923
10	1	54	...	...	1	41	11	...	98	80	4	324	...	...	15	357	101	...	1,021
2	28	68	...	7	1	7	2	...	106	2	288	259	...	52	7	85	70	...	814
32	49	97	2	14	...	47	52	...	293	296	606	1,001	31	121	...	461	886	...	3,401
1	55	128	2	138	1	43	20	...	388	2	653	1,299	10	1,380	4	448	567	...	4,364
...	3	4	1	...	...	1	...	1	10	...	48	30	4	...	...	18	...	10	114
96	171	451	13	161	59	164	136	6	1,255	995	1,978	4,206	544	1,571	987	1,580	2,854	145	14,950
10	47	207	3	51	3	43	14	...	378	210	635	2,808	21	535	41	583	584	...	4,917
6	32	87	...	32	5	37	10	16	225	46	417	738	...	372	53	479	236	268	2,559
6	2	1	...	...	...	7	..	2	18	73	23	16	...	...	...	102	...	28	244
14	59	56	...	37	...	29	17	44	256	119	601	479	..	404	..	892	588	1,046	3,719
18	54	128	1	14	2	19	11	9	256	114	559	1,037	21	89	55	132	87	118	2,212
16	207	299	9	29	...	18	26	...	604	223	2,947	2,586	147	316	...	170	443	...	6,831
30	118	289	1	45	...	24	28	25	560	218	1,308	2,167	4	341	...	276	450	618	5,571
25	239	272	1	82	...	37	28	1	685	249	2,667	1,950	24	975	...	376	414	8	6,663
6	39	170	...	64	..	7	9	1	287	43	499	1,630	...	384	...	90	247	10	2,903
133	797	1,509	15	340	10	221	143	98	3,272	1,295	9,740	13,211	217	3,406	149	2,849	3,048	2,096	35,717
15	131	583	22	116	...	5	1	...	873	180	1,687	4,680	250	1,750	...	52	58	...	8,667
33	158	866	19	75	...	4	9	...	1,159	414	2,625	9,235	245	1,182	...	42	111	...	13,854
15	315	642	4	93	3	15	11	...	1,098	186	4,517	5,774	80	1,254	68	203	192	..	12,228
15	103	317	2	71	...	7	28	...	547	104	1,410	2,893	54	1,062	...	101	411	..	6,025
15	103	317	2	71	...	7	28	...	547	104	1,410	2,893	54	1,062	...	101	411	..	6,025
18	144	328	79	46	...	...	...	...	615	141	6,079	3,055	981	655	...	...	...	...	6,541
13	289	547	115	89	...	5	21	...	1,023	76	4,807	5,179	852	328	...	34	270	...	11,546
10	59	171	8	8	...	...	...	...	201	45	790	1,480	96	86	...	...	...	...	2,447
119	1,184	3,454	249	437	3	86	70	...	5,362	1,096	17,515	32,286	2,558	6,297	68	432	1,042	...	61,293
5	121	394	14	7	...	18	10	...	569	18	977	1,889	168	53	...	157	603	...	3,867
11	62	180	...	64	...	12	11	4	314	135	654	1,004	...	712	...	116	139	68	2,803
5	41	74	4	87	...	1	12	...	173	48	618	547	41	466	...	6	189	...	1,715
12	104	218	22	9	...	7	8	...	381	76	776	959	256	81	...	38	93	...	2,189
15	51	138	4	16	..	15	25	...	267	140	591	984	22	202	...	122	411	...	2,472
30	184	220	1	4	...	15	77	...	479	91	1,205	1,086	1	13	...	86	259	.	2,711
31	91	571	25	16	10	6	2	35	847	122	1,121	4,689	221	220	85	25	47	1,079	7,607
112	608	1,756	70	153	10	72	145	99	3,020	630	5,746	11,158	708	1,747	85	520	1,685	1,147	23,424
458	2,767	7,170	347	1,097	82	493	492	203	13,109	4,015	34,985	60,951	4,027	13,021	1,287	5,081	8,629	3,388	1,35,384

*In addition to this 335 girls receive instruction in purely Quran schools.

Table showing number of Teachers in Indigenous Schools

No	Districts	No. of Teachers in charge of Indigenous Schools who cannot read a printed book										No. of Teachers in Schools			
		Persian schools	Persian and Qurán schools	Purely Qurán schools	Arabic (Literary) schools	Gurmukhí schools	Hindí (Nágrí) schools	Sanskrit schools	Lande or Mahájaní schools	Miscellaneous schools	Total	Persian schools	Persian and Qurán schools	Purely Quran schools	Arabic (Literary) schools
	Umballa Circle.														
1	Delhí ...	...	...	8	...	...	17	...	3	...	28	..	...	10	..
2	Gurgaon ...	...	...	13	...	...	...	...	3	...	16	...	...	15	..
3	Karnál ...	..	...	34	...	...	...	...	11	..	45	...	...	38	...
4	Hissar ..	...	...	23	...	...	...	1	5	...	29	...	...	23	...
5	Rohtak ...	...	..	18	...	...	...	2	3		23	...	...	21	...
6	Sirsa ..	.	1	39	...	...	...	...	1	...	41	..	9	54	...
7	Umballa ...	...	1	43	...	...	...	2	31	...	80	...	2	53	
8	Ludhiána ...	...	4	43	..	2	...	...	13	...	62	...	7	65	...
9	Simla ...	...	1	2	...	...	...	..	...	..	3	...	...	2	...
	Total for the Circle ..	...	7	223	...	2	17	5	73	...	327	...	18	281	...
	Lahore Circle.														
10	Jullundur ...	...	2	131	...	..	...	...	3	...	136	...	4	146	...
11	Hoshiárpur ...	...	1	5	...	...	...	1	6		61	...	2	53	...
12	Kángra ..	..	...	...	...	...	1	...	1	..	2	...	...	...	..
13	Amritsar .	...	6	32	...	...	...	...	14	...	52	1	8	36	..
14	Gurdáspur ...	...	1	40	...	4	...	1	7	.	53	1	3	53	...
15	Siálkot ...	...	2	96	4	1	...	...	3	...	106	1	12	133	4
16	Lahore ...	...	11	16	...	3	...	3	10	...	193	1	30	209	1
17	Gujránwála ..	...	...	126	...	4	1	...	6	.	137	...	3	126	...
18	Ferozepore ..	...	4	50	...	5	...	...	6	..	65	...	5	111	...
	Total for the Circle ...	...	27	691	4	17	2	5	50		805	4	67	867	5
	Rawalpindí Circle.														
19	Ráwalpindí ...	...	11	490	..	3	...	...	...	3	507	...	16	498	...
20	Jhelum ...	2	7	648	3	5	...	...	4	1	670	2	11	667	4
21	Gujrát ..	...	4	406	...	3	...	...	2	1	416	...	7	458	...
22	Sháhpur ...	1	1	177	...	10	...	...	8	...	197	1	3	202	...
23	Peshawar ...	...	25	219	2	7	...	...	...	2	255	1	34	277	21
24	Hazára ..	1	70	398	46	11	...	1	5	...	53	5	99	330	51
25	Kohát ..	...	18	143	2	...	..	...	...	1	159	...	14	143	2
	Total for the Circle ...	4	131	2,475	53	39	...	1	19	8	2,730	9	184	2,575	78
	Mooltan Circle.														
26	Mooltan ...	1	20	207	...	4	...	5	4	..	241	1	28	207	...
27	Jhang ..	...	...	99	...	4	...	...	5	...	108	...	...	98	...
28	Montgomery ...	...	...	44	...	...	...	...	5	...	49	...	1	51	...
29	Muzaffargarh ...	...	12	135	.	3	2	...	5	...	157	...	22	146	...
30	Dera Ismá'íl Khán ...	1	17	98	2	1	...	1	8	...	128	1	20	103	3
31	Dera Ghází Khán ...	1	4	134	3	2	...	7	66	1	218	2	4	153	4
32	Bannú ...	30	36	328	25	6	9	3	1	22	453	30	30	310	25
	Total for the Circle ..	33	89	1,038	30	20	11	16	94	23	1,354	34	103	1,068	31
	Grand Total ...	37	254	4,439	87	78	30	27	242	31	5,216	47	372	4,791	114

classified according to qualifications.

charge of Indigenous cannot write						No. of Teachers in charge of Indigenous Schools who are not acquainted with Elementary Arithmetic										Total number of teachers in charge of indigenous schools in the district
Gurmukhí Schools	Hindí (Nágrí) schools	Sanskrit schools	Lande or Mahájaní schools	Miscellaneous schools	Total	Persian schools	Persian and Qurán schools	Purely Qurán schools	Arabic (Literary) schools	Gurmukhí schools	Hindí (Nágrí) schools	Sanskrit schools	Lande or Mahájaní schools	Miscellaneous schools	Total	
...	17	...	3	...	30	5	3	21	1	...	18	3	3	12	66	117
...	...	..	3	..	18	3	3	16	...	...	7	...	2	3	34	71
...	...	..	11	...	49	...	3	47	...	1	...	4	...	3	58	121
...	...	1	5	...	29	3	1	25	...	...	...	3	2	...	34	52
...	...	2	3	1	27	3	1	32	...	...	...	23	2	3	64	98
...	...	...	1	2	66	1	15	56	...	6	...	4	1	8	91	105
...	...	2	33	...	90	3	16	78	...	6	...	23	21	...	147	293
9	1	1	13	...	96	...	17	95	...	103	1	19	...	5	240	388
...	...	...	...	...	2	...	1	4	...	...	...	1	...	3	9	10
9	18	6	72	3	407	18	60	374	1	116	26	80	31	37	748	1,255
...	2	...	3	...	155	7	29	195	3	35	2	31	9	...	311	378
...	...	1	6	...	62	4	21	68	...	21	...	17	6	4	141	225
...	1	...	1	...	2	1	1	1	...	...	1	1	1	...	6	18
...	...	3	13	...	61	2	28	48	...	27	...	11	7	13	136	256
6	1	2	7	...	73	3	26	102	...	13	1	8	7	...	160	256
4	...	1	6	...	161	4	127	259	9	12	...	10	11	6	438	604
10	...	3	10	...	264	16	91	253	5	52	...	26	16	...	459	563
4	1	1	5	...	140	5	117	234	...	62	1	13	11	...	443	685
15	...	...	5	...	136	1	21	144	...	46	...	5	1	...	218	287
39	5	11	56	...	1,054	43	461	1,304	17	268	5	122	69	23	2,312	3,272
5	...	...	...	3	522	3	75	549	...	90	1	2	...	21	741	873
5	...	...	4	1	694	13	111	830	10	66	...	3	5	7	1,045	1,159
5	...	...	2	1	473	3	90	601	...	31	...	5	2	29	761	1,098
3	...	...	8	...	217	1	57	290	2	56	...	3	15	6	430	543
9	...	...	...	2	344	6	106	307	55	31	...	...	...	2	506	615
13	...	2	7	...	507	4	178	523	83	11	...	...	1	...	800	1,023
...	...	...	...	1	160	8	50	169	7	2	...	...	...	1	237	251
40	...	2	21	8	2,917	38	666	3,269	157	287	1	13	23	66	4,520	5,562
4	...	3	4	...	245	3	76	254	...	4	...	18	4	...	359	569
5	...	...	4	...	107	4	32	134	...	55	...	9	4	...	238	314
1	...	...	6	...	59	3	27	65	2	36	2	1	11	...	147	173
3	2	1	5	...	179	4	66	193	...	7	2	4	...	...	276	381
2	1	1	8	...	138	9	45	126	2	13	1	8	19	...	223	257
2	...	7	67	1	240	11	70	198	13	4	...	9	68	1	374	479
4	9	3	1	24	436	30	47	282	25	5	8	4	1	1	403	847
21	12	15	95	25	1,404	104	323	1,217	77	124	13	53	107	2	2,020	3,020
109	35	34	244	36	5,782	163	1,550	6,199	217	795	46	268	230	128	9,595	13,109

APPENDIX E.

Brief account of the condition and prospects of education in the Punjab from the Reports of Inspectors of Schools.

UMBALLA CIRCLE.

1. *Summary statement of schools under the control or inspection of the Education Department.*—The following list of institutions controlled or inspected by the Education Department in the Umballa Circle shows, in a summary form, the principal statistics reviewed in the report.

College.—The Aided College of the Cambridge Mission at Delhi is the only collegiate institution in the Circle.

High and Middle schools, English and Vernacular.—There is a district school at the head-quarters of each district in the Circle excepting Gurgáon and Hissar, where the district schools have been placed at Rewárí and Bhiwání. There is also a district school at Jagádhrí. The schools at Delhi, Ludhiána and Rewárí are High schools as well as Middle schools, and the two former have High Vernacular departments. At Ludhiána there is a special English class for boys who have passed the Middle school examination in the Vernacular. The other Government English schools of the Circle are the endowed Anglo-Arabic school at Delhi, and schools under local management at Rúpar, Kaithal, Sonepat, Jhajjar, Hissar, Kasaulí, Fázilka and Jagráon.

The Aided schools consist of a High and Middle English school of the S. P. G. Mission at Delhi, a High and Middle English school of the American Mission at Ludhiána, the cantonment and city schools of the same Mission at Umballa, and the Anglo-Sanskrit school at Delhi maintained by a committee of Hindú gentlemen.

The 43 Government Vernacular Middle schools are schools in all districts maintained from District and Municipal Funds.

The two Aided schools for European and Eurasian boys are the High and Middle departments of Bishop Cotton school at Simla. The High and Middle schools for girls of the same class are departments of the Auckland House girls' school at Simla.

Primary schools for boys.—Primary schools for boys include 43 Government and 15 Aided English schools for natives, which are the Primary departments and branches of the Government and Aided Secondary schools described above, and two schools for Europeans and Eurasians, *viz.*, Bishop Cotton school and Christ Church school at Simla. Vernacular Primary schools for boys consist of 340 schools maintained from District Funds, 28 Aided schools in Delhi and its neighbourhood established by the Baptist Mission for *Chumárs* and other low castes, and 8 Aided schools of the Kotgarh Mission in the Simla District.

Primary schools for girls.—Primary schools for girls include 4 schools for Europeans and Eurasians at Simla, *viz.*, Auckland House, Roman Catholic Orphanage, Mayo Industrial school, Christ Church school; and one at Delhi, the station school managed by the S. P. G. Mission. There is an Aided English school for natives at Ludhiána.

The Vernacular Primary schools for girls number 40, of which 28 are Government schools, 17 in Ludhiána and the rest in other districts, and 12 are Mission schools of which 8 are at Delhi. The zanána classes of the Delhi S P. G. Mission, for which a grant-in-aid is drawn, are treated in the returns as one Primary Vernacular institution for girls.

Schools for special or technical training.—Schools for special or technical training are few in number. They are—the Government Normal school at Delhi; 2 Christian Normal schools (one for Europeans and the other for native schoolmistresses) at Delhi, belonging to the S. P. G. Mission; and an Industrial school for women under the same Mission.

It will be observed that the Aided college at Delhi, under the management of the Cambridge Mission, has been brought on to the rolls since the commencement of 1882-83.

The number of Secondary schools is diminished by the reduction of one Vernacular Middle school, *viz.*, that at Farrukhnagar in the Gurgáon District, but the numbers on the rolls have risen from 1,678 to 1,876.

The number of Primary schools for boys has been increased from 419 to 442, and the number on the rolls from 22,084 to 23,621. At the same time, the average daily attendance in these schools has risen to upwards of 80 per cent., a higher figure than has ever been reached before.

The increase in numbers and attendance may be regarded as the normal rate of improvement which is to be expected when there are no interruptions from famine, sickness, or other disturbing causes.

2. *General remarks upon the progress of education in the Umballa Circle.*—In accordance with instructions conveyed in Director's C. M. No. 1090, dated 15th May 1883, a brief sketch will now be given of the state and prospects of education in the Umballa Circle, and of the disposition of the people to co-operate with the Education Department in carrying out the policy of Government.

3. *The Aided College at Delhi.*—In 1881 a First Arts college class was opened in St. Stephen's school at Delhi by the Cambridge Mission to enable 5 Mission students to prosecute their studies for the B. A. degree of the Calcutta University, and leave was given to other Mission schools to send students who had passed the Entrance examination.

As at that time a scheme was pending for resuscitating the Delhi College under native management, the Cambridge Mission was careful to avoid any interference with that undertaking. When, however, the endowment scheme of the native community fell through owing to insufficient support, the Cambridge Mission, at the suggestion of the Punjab Government, agreed to admit all matriculated students, on condition that the college should be affiliated to the Punjab University, and should receive a substantial grant-in-aid sufficient to relieve the Mission of the main burden of the expenditure. Accordingly the college opened in April 1882 with a grant-in-aid of Rs. 450 per mensem from Provincial Services, and Rs. 100 per mensem from the Municipal Committee. The actual expenditure upon teachers is for the present about Rs. 600 per mensem, exclusive of any charge for the services of the members of the Cambridge Mission, which are valued at a nominal rate to meet the conditions of the grant-in-aid rules.

In addition to the 5 Mission students already mentioned, 1 from St. Stephen's school and 3 others joined at the opening of the college on the grant-in-aid footing. 6 students went in for the Calcutta F. A. examination in December 1882, of whom 3 passed. Except for the small number of students on the rolls, the work of the college is going on well, and if a fair proportion of those who went up for the Extrance examination in May 1883 should join, an excellent beginning will have been made.* The Revd S. S. Allnutt, the Principal, is admirably qualified for the post. He is well supported by the other members of the Cambridge Mission, and their connection with Cambridge University will ensure the maintenance of an efficient staff of Professors, even if the number of students should very considerably increase. The chief difficulty with which they have had to contend is the inevitable prejudice against missionary education as such, and the disappointment of those who were anxious to establish a college under native management. It is not likely, however, that these reasons will much influence students, who see their advantage in accepting the excellent instruction which is offered.

4. *The education of European and Eurasian children.*—One of the most important schools in the Umballa Circle, the Lawrence Military Asylum at Sanáwar, is not included in the statistical returns, as it belongs to the Military Department. It is, however, under the inspection, and to a certain extent under the control, of the Education Department, and it is satisfactory to note here that the last inspection report was most favorable to the quality of the instruction and to the general management. There are several schools for Europeans and Eurasians at Simla, all of which are doing fairly well, although interruptions caused by the migratory character of the population and the neglect of parents tend to keep the standard of attainments low.

The difficult subject of the education of European children in the plains has received renewed attention. The only school of this kind hitherto in existence has been the station school at Delhi maintained by the S. P. G. Mission, which fairly answers the purpose, and has recently been strengthened by a grant-in-aid and the appointment of an Attendance Committee. The greatest number of children requiring education is at Umballa, where arrangements have been made for opening a school. But most of the children reside there only in the cold weather. Many children are sent to good schools in the hills, and, when this is not the case, some kind of private tuition is often managed. The only other stations where there are more than half-a-dozen children are Ludhiána and Rewárí, but the attendance would hardly be sufficient at present to make it worth while to engage a teacher. It is to be regretted that, owing to practical difficulties, the children of civilians are seldom sent to the regimental schools where they have the right of admittance on payment of a moderate fee. But the chief difficulty of all is the carelessness and foolish indulgence of parents who have themselves never known the advantages of a good education, and do their best to baffle the desultory exertions of the benevolent.

5. *English schools for natives.*—It will be convenient in this review to disregard the statistical sub-division of a single school into a High school, a Middle school, a Primary school; and to treat the whole as one institution.

In the Umballa Circle 3 Government and 3 Mission schools teach up to the University Entrance examination, *viz.*, the district schools at Delhi, Rewárí and Ludhiána,

* About 20 matriculated students were admitted at the commencement of term in July.

and the schools of the S. P. G. Society at Delhi, and of the American Mission at Ludhiána and Umballa city.

All these schools are on the whole doing well, and have made progress during the year. In a large city like Delhi there is of course room for both the Government and the Mission school, and at Ludhiána the Government school in the higher classes is attended chiefly by boys who come with scholarships from other districts.

The Ludhiána District school was established more than ten years ago as a Middle and High Vernacular school for the benefit of the Vernacular students of the district, and for Vernacular students of the Province who might win scholarships in the Middle school examination. As a High Vernacular school the institution was very successful, and its students were in the habit of carrying off a large share of the honors of the Punjab University on the Persian side. But the constitution of the school has gradually undergone a change. A district school of the ordinary type was added to the High Vernacular school, and more recently a special class has been formed for those students who join after having passed the Middle school examination in Vernacular, and who desire to learn English rather than to carry on their oriental studies to a high standard. It is believed that the popularity of the study of English will lead to the extinction of the High Vernacular school, if the students are allowed, as at present, to elect for which course of study they please.

There is a High Vernacular school at Delhi also, which is attended by boys from the neighbouring districts. It has never been so successful as that at Ludhiána. The boys have at times suffered much from sickness, and in a larger proportion than the other boarders who study in the English classes of the High school. But, apart from accidental hindrances, it would appear that the school is less popular and has less vitality than the one at Ludhiána, owing, perhaps, to the inferior intelligence or literary aptitude of the rural population in the neighbourhood of Delhi. One might have supposed that a school of oriental study of a high class would attract scholars from among the residents of Delhi; but such is not the case. There is no instance of students desiring to pursue their Vernacular studies beyond the Middle school standard without the inducement of a scholarship. A High Vernacular school is in every case a purely artificial creation, and is to a certain extent in competition with the Normal school. Broadly speaking, the natural demand for education ceases in Vernacular schools at the Middle school examination, and in English schools at the University Entrance. A few whose aim is the law or the higher grades of the public service may be found to attend an English college at their own expense; but this is rare, and in less advanced districts it is difficult to retain students even in English schools beyond the Middle school examination. In each case the student balances his future prospects against the sacrifice of time and money involved in extending his school-career beyond the period at which he can begin to earn his livelihood, and it would seem that, as in agriculture high-farming is unprofitable while inferior lands remain untilled, so in sociology it does not pay a student to acquire more learning than the minimum necessary to give him a start in life.

6. *Schools in competition.*—A Mission school always has to contend against some degree of prejudice on religious grounds, but the advantages of the Missionary's superintendence and of lower fees suffice to attract a fair proportion of students. But while a Government district school is usually attended by a considerable number of scholars from the

district, only residents of the town as a rule are found in the Mission school. The district school established a few years ago at Umballa has been thought by some to be unnecessary, but it is well filled, and the Mission school is apparently unaffected by the competition.

7. *Utilitarian spirit of the people in seeking education.*—The population and even the wealth of a city appear to afford no certain guarantee that there will be a demand for a high class school. The district schools at Karnál and Bhiwáni are not so well supported by the people as might be expected. Many years ago the Karnál school was in a flourishing state, but at Bhiwáni the bulk of the population is engaged in trade, and there are few young men of the class which desires official employment. Education is accepted by the people from motives of the narrowest utilitarianism, and, however advantageous some degree of culture may be to a man in business, he will not leave the beaten path to attain it unless he has in view some immediate and tangible profit.

8. *Branch schools in connection with district schools.*—The branch schools attached to district schools require a word of notice. They are feeders to the English classes, and are, besides, elementary Vernacular schools for many who never intend to continue their studies up to a high standard. In Delhi there are four branches attached to the district school, and six belonging to the S. P. G. Mission, besides several low-caste schools maintained by the S. P. G. and Baptist Missions. It might be supposed that Delhi, with a population of 170,000 inhabitants and about 11,333 males of a school-going age, might find room for a much larger number of elementary schools, but in fact neither the Government nor the Mission branch schools can keep their numbers as full as they might be with due regard to accommodation and teaching power. Here, as elsewhere, the class which seeks education is comparatively a narrow one.

9. *Large proportion of Vernacular Middle schools.*—In the Umballa Circle the proportion of towns to villages is comparatively large, and the proportion of Vernacular Middle schools is accordingly large also. The Middle Vernacular schools and Primary departments in connection with them are generally very good, though the numbers in the Middle department of these schools are rarely more than twenty. It is a question whether the number of Middle schools is not altogether too large, especially as a large proportion of the scholars are scholarship-holders, and might equally well be collected at some centre; but suggestions for the reduction of any Middle school are usually met with determined opposition by the inhabitants of the place, and it is not prudent to discourage the desire for education in a form in which it happens to be most acceptable to the people.

If one enquires into the use of these schools, it appears that the majority of the scholars obtain employment as teachers either with or without a course of training in the Normal school. Others get appointments in various offices, especially those who have friends and relations in the *amlah*. A few who are in easy circumstances remain at home and attend to the business in which their family may be engaged. It often happens that young men lead an idle life, looking about for an occupation, for a year or two after passing the Middle school examination; but sooner or later they find their billet, and the market can hardly be said to be overstocked The very liberal provision of stipends, however, one would think, must have a tendency in that direction, and the pressure may perhaps be shifted on to those who are less highly educated.

10. *Question of Primary education : its importance.*—The most important chapter in this report is that which deals with Primary education, on account both of the number of persons interested and of the special attention which has recently been given to the subject. It is satisfactory to find that almost everywhere there has been an advance during the past year both in the numbers on the rolls, and of those prepared for examination.

The Primary schools under review are the lower sections or branches of district schools and Mission schools, Government Vernacular schools, some Aided Vernacular schools for low-caste boys at Delhi and in the neighbourhood maintained by the Baptist Mission, a few schools for European children, and schools for native girls.

11. *Primary Vernacular schools under District Officers.*—The Vernacular schools managed by District officers are the most numerous and important class of Primary schools. These schools are designed for the benefit of the masses, with special provision for those who till the land.

The funds, however, are sufficient to support only one school for every twenty villages, and although these are the most populous and thriving in the country, still the attendance is not more than about 8 per cent. of the male population of a school-going age. Thus it must be admitted that, from a European point of view, inadequate provision has been made for popular education. A system of Government education is necessarily expensive, and, even with the cordial support of the people, it would be impossible to give them schools in every village from the proceeds of public taxation. It is conceivable, however, that each village containing two or three hundred families might have its schoolmaster, as it has already its watchman, its carpenter, and its priest. In fact, the village schoolmaster is found very generally in Bengal and occasionally in the Punjab, and the maintenance of such an official is not beyond the means of the village community.

The real difficulty in effecting any great extension of education for the masses is the limited demand for it. In most villages there are a few persons who desire for their sons such an education as is given in a Primary school, and many others will send little children to be taken care of, and perhaps with some idea of their learning something, though a large proportion never rise above the lowest class. In the Umballa District—where, perhaps, the number in the lowest class is unusually large owing to the practice of attaching bazár schools to the ordinary Persian-Urdú schools—the first class contains 60 per cent. and the second class 15 per cent. of the scholars, or, in other words, 75 per cent. are perpetually in an elementary stage. The evil may partially be remedied by directing the attention of the teachers to these classes, but in many cases the parents do not choose to pay the fees or the price of the school-books which would be required in the higher classes, nor will they leave their children at school when they can make themselves useful in the fields or in the shop. In fact, the majority of the boys in the Mahájaní department leave school when they have done with the multiplication-tables.

Thus it happens that on an average not more than two or three in a village school ever pass the Upper Primary school examination, or more than double that number the Lower Primary examination. The standard of the Upper Primary examination, which includes reading and writing from dictation passages in a vernacular newspaper, and in arithmetic, fractions and interest, may be considered rather beyond what is necessary for

people who get their living by the work of their hands; but the Lower Primary examination contains no more than the smallest modicum of a general literary education which may be turned to practical account. The result of the system is that, in most of the larger villages, some half-dozen boys yearly acquire as much education as is thought necessary for all persons in Europe and America, while a few who have already passed this stage become fitted to take their place in the educated class. This is not much, but it is something, and if such an education is worth having, it is within the reach of multitudes, who will sooner or later learn to value it.

12. *Indigenous schools.*—

Statistics of indigenous schools in the Umballa Circle in 1883.

No.	Town or village	TOTAL NUMBER OF SCHOOLS: Persian	Persian and Qurán	Purely Qurán	Arabic, i.e., literature and logic	Gurmukhí	Hindí (Nágrí)	Sanskrit	Lande or Mahájani	Others	Total	TOTAL NUMBER OF SCHOLARS: Persian schools	Persian and Qurán schools	Purely Qurán schools	Arabic schools	Gurmukhí schools	Hindí (Nágrí) schools	Sanskrit schools	Lande or Mahájani schools	Others	Total
1	Delhi	25	10	24	5	..	35	5	8	5	117	328	92	309	377	..	699	22	84	126	2,041
2	Gurgáon	8	11	18	..	..	18	2	14	..	71	73	73	97	..	..	202	26	260	..	731
3	Karnál	10	11	59	3	2	5	15	18	..	121	157	161	568	72	18	60	127	375	..	1,541
4	Hissar	6	3	29	..	..	..	3	11	..	52	56	47	209	..	..	..	50	471	..	923
5	Rohtak	10	1	34	..	..	1	41	11	..	98	80	4	334	..	..	16	397	191	..	1,021
6	Sirsa	2	28	58	..	7	1	7	2	..	105	3	288	359	..	52	7	35	70	..	814
7	Umballa	32	49	97	2	14	..	47	52	..	293	296	605	1,001	81	121	..	461	836	..	3,401
8	Ludhiána	1	55	128	2	138	1	43	20	..	388	2	653	1,299	10	1,380	4	449	567	..	4,364
9	Simla	..	3	4	1	..	..	1	..	1	10	..	43	39	5	..	..	13	..	19	114
	TOTAL ..	94	171	451	13	161	59	164	136	6	1,255	995	1,978	4,295	545	1,571	987	1,580	2,854	145	14,950

The above tabular statement of indigenous schools shows the results of the latest census. It was taken in the cold weather of 1882-83 by the District Inspectors, who visited most of the schools in person, and is no doubt fairly correct. The description of the various classes of indigenous schools has frequently been given in educational reports, and need not be repeated here. Two points appear to be especially deserving of notice—(1) indigenous schools are comparatively rare in the villages, and (2) the nominal roll of schools and scholars is much smaller in the Cis-Sutlej Divisions than in the north-western Punjab, owing to the paucity of Qurán and Granth schools in which the scriptures are recited, for the most part without regard to the meaning. In the Umballa Circle, as elsewhere, the majority of the schools are purely Qurán schools, though in the Ludhiána District they are slightly outnumbered by the Gurmukhí schools. The number of scholars reported as reading Persian and Qurán together are nearly half as many as those in purely Qurán schools, but in such schools only a few of the older pupils usually read Persian. In the large towns Persian schools are often preparatory schools in which some of the books of the Government course are read, and the scholars pass into the

higher classes of a Government or Mission Primary school. It may be noted that whenever even a few of the scholars study Persian, it may be presumed that the teacher can read and write, and therefore that the school is capable of affording some secular instruction. There is a curious parallel between the indigenous schools in which the sacred books are read, without regard to the meaning, for *sawáb* only, and that portion of a departmental school which never advances beyond the alphabet. But in the secular schools the presence of those scholars who never learn anything may be accounted for by the self-interest of the teacher, who desires to make a show of his numbers.

It is needless to say that the character of the indigenous schools is not uniform throughout the Circle. The most interesting report is that of the District Inspector of Umballa. There are two schools in the city of Umballa, one of which is maintained by an association of Shiá gentlemen, and the other by Sunnís. In both, Arabic and Persian are studied as well as most of the books taught in Government Vernacular schools. They receive no grants-in-aid, and perhaps do not desire the recognition of the Education Department. The Shiá school is flourishing, but the other has fallen off. There are a few good Persian schools in the city and cantonment of Umballa, and one at Jagádhrí; but the rest are private schools maintained by patwáris or others for the benefit of their own children. The Persian and Qurán schools are public religious schools in which Persian is an extra and is taught on payment of fees. In the purely Qurán schools the teachers receive their food and clothing only. They are usually quite ignorant, and are often blind or infirm. There are a few Gurmukhí schools which are said to be very inferior. The Sháster schools are kept by learned Pandits who mostly think themselves above teaching mere reading, writing and arithmetic; but a few would accept grants-in-aid. Their knowledge of arithmetic is limited to the little required in working out astronomical calculations. The Mahájaní schools in the villages are temporary schools kept up by itinerant Pádhas of the Jogí caste when work is slack in the fields. They are attended by the trading classes, and, it is said, by zamíndárs also.

These Jogí Pádhas and others of the same caste from Patiála territory itinerate through the neighbouring districts of Karnál, Rohtak, &c.

In the city of Delhi there are 72 indigenous schools. Three of these, *viz.*, Fathpurí Masjid, Chitlí Darwáza, and Sadar Bazár, are large Muhammadan schools maintained by subscriptions, in which Arabic, Persian, and the studies of Government schools are pursued. The rest are for the most part schools in the various mosques and Pátsháláš of an elementary character. The number of schools for Nágrí in the Delhi District is larger than in any other, *viz*, 35. In Gurgáon it is 18, and in all the other districts there are only 6. Schools for Sanskrit are numerous in Umballa, Rohtak and Ludhiána. At Kaithal, in the Karnál District, there are several Sanskrit schools. A great deal has been said lately on the subject of developing indigenous education by grants-in-aid and inspection, but the reports now received do not favour the idea of there being much room for experiments of this kind.

Of some twelve hundred schools, of which returns are given, one-third has less than 6 and another third less than 12 scholars to each school.

Then at least one-half, and probably two-thirds, are purely religious schools taught by uneducated men and unsuited for any kind of connection with a system of secular

instruction At least one-half of all sorts are in the cities, *e g*, 72 schools in Delhi, 53 in the city and cantonment of Umballa, 53 in Ludhiána, 30 at Pánipat, 24 at Karnál, 17 at Kaithal, and 6 to 12 in each of the more important towns, so that it is comparatively rare to find one of these schools in a simple village Such schools as the two in Umballa city and three in Delhi which have been mentioned above would readily fall into our system if the patrons needed pecuniary assistance or desired control. The rest are for the most part too private and special in their character to adapt themselves to any system of general education. They are useful in their way, but it is not possible to improve them by patronage when the teacher cannot teach and the pupils do not care to learn anything but what they are doing already without help A teacher of an indigenous school may be sent to a Normal school for some training, but when he returns his school will have dispersed He may be encouraged to send his son or nephew for training, but the young man is more ignorant and in no way better fitted to be a teacher than those who have passed through a Government school, nor is there any guarantee, or indeed any probability, that he will be able to set up a school after his period of training If, however, there is little reason to expect results on a large scale from any renewal of schemes for the improvement of indigenous schools, it must not be forgotten that these schools have been greatly influenced by the Departmental schools. The ordinary Primary Vernacular school is nothing more than a development from the indigenous Persian school, and many of the Mahájaní schools are attached to Departmental schools as feeders. To some extent they will accept the prescribed scheme of studies when qualified teachers are provided, but the attainments of the Pádha are usually of so limited and special a character that he is unable to teach anything beyond the multiplication-table and the rudiments of the system of accounts used by Baníyás, and his pupils, excepting those of the richer classes, are required to complete in their fathers' shops the education which is only commenced at school.

13 *The language question* —The language question is an excellent one for discussion, as it admits of a variety of nicely balanced arguments which, however, need not be considered here. In the Punjab, last year, men took sides for the most part according to their race or religion, though some Hindús of the official class took a practical view of the public interests, or of their own Curiously enough, notwithstanding the agitation among the educated classes, the subject was hardly mooted in the schools themselves, and local opinion was unanimous that while Urdú is the language of the courts it must be the language of the schools too. At least this was the feeling north of Delhi In the Delhi and Gurgáon Districts there may be some desire for instruction in Nágrí in Vernacular schools. In Karnál an attempt was made to substitute Nágrí for Urdú in certain village schools which were not flourishing, and where it appeared that the change might be welcomed, but the results were not encouraging. It had been thought that the Baníyá children in the Mahájaní schools might be persuaded to read Nágrí more readily than Urdú, but this class has no special regard for the Nágrí character, and prefers Urdú as the more useful under present circumstances. If it is asked why in Delhi and Gurgáon, as well as in the North-West Provinces, there is a desire for instruction in Nágrí, an explanation may be found in the fact that the people do use the Nágrí character to some extent, as well as the Mahájaní, for their business and correspondence, whereas in the northern districts the practice is unknown. As was mentioned before, excepting the districts of Delhi and Gurgáon there are in the Umballa Circle only 6 indigenous schools in which Nágrí is taught.

In Bengal and Southern India they have an advantage in the fact that the commercial script is similar, though of course not exactly the same as the character used in printed books.

In Behar, equally with the North-Western Provinces and the Punjab, the written character used in business and correspondence is not the character of any printed literature, and an attempt has been made to adapt it to general use by the introduction of Kayáthí for school-books and public documents. The success of the experiment is doubtful, but it may serve as an example or warning to those who would create artificially a printed form of the Mahájaní writing common in Upper India. Written characters, like languages, are usually developed, not created; but creation is nothing more than development with a missing link.

14. *Female education.*—Very little has been done in the Umballa Circle for female education. With the exception perhaps of the Ludhiána District, it is not the custom here for little girls to receive religious instruction in the mosques and Dharmsálás, and a school of any kind is therefore an innovation in the daily life of the people. There are 17 schools for girls in the Ludhiána District dependent upon Municipal and District Funds, which, notwithstanding interruptions to continuous study, appear to be as successful as such schools usually are when managed by native gentlemen or Government officers. In all the other districts there are only 11 Government schools for girls. The number might of course be increased, but there is very little encouragement to do so while education in this form is wholly unacceptable to the people. The personal influence of missionary ladies is sometimes sufficient to overcome prejudices and indifference within a limited sphere, and there is a large and well-managed school for native Christian girls at Ludhiána, besides other schools which are not aided or inspected; but the operations of the S. P. G. Mission at Delhi, notwithstanding considerable expenditure and a strong staff of European ladies, have not met with much success. Their Normal schools for training Musalmán and Hindú schoolmistresses have been given up, and in the present year none of the girls were presented even in the Lower Primary school standard.

The part of their work about which the missionaries are most hopeful is zanána visitation. The educated classes of natives are alive to the importance of female education in their own families, and though the *parda* system prevents them from sending their girls to school, they gladly receive teachers at home, and will even assemble girls and grown-up women from neighbouring houses to meet the lady visitors. Some of the missionaries do not hesitate to express their belief that if any good is to be done in the way of female education it must be by zanána visitation; and although, in the Punjab proper and in the west, the chief difficulty in the way of establishing schools for girls of the humbler classes is the little value which the people attach to this kind of instruction, it is a question whether we should not choose in preference the system which is recommended by experience.

A European lady who spends three or four hours a day in as many families teaching children and women of all ages individually, must necessarily have little to show in the way of results; but if the people in whose houses the work is carried on are as anxious for the education of their women as they profess to be, it will not be long before they co-operate for mutual improvement, and the only practical difficulty, that occasioned by the dearth of female teachers, will not fail to be removed, either by educated men training their wives,

or in some other way. But this is eminently a matter in which the people must help themselves, and in which the Department can only offer friendly counsel.

15. *The Normal school at Delhi.*—The Normal school for masters at Delhi has now become a training school for young men who have passed the Middle school examination in the Vernacular, and who are willing to obtain employment as teachers. The chief work is the revision of their previous studies, which few of them can afford to dispense with; but they also practise teaching in the Model school, and receive some direct instruction in method. On the whole, the Normal school is a very useful and necessary institution, though its use and necessity are less obvious than they were formerly in the absence of such schools as the High Vernacular school at Ludhiána, and the Middle schools generally, which also furnish competent teachers.

It is premature to speak of the value of the Central Training College which will hereafter, it may be hoped, prove a valuable assistance to Secondary education. Hitherto it has injured us more by drafting off some of our best teachers, than it has benefited us by restoring them with improved qualifications.

16. *Games and athletic exercises.*—The introduction of gymnastics as a regular branch of education in Europe has inevitably been imitated in this country. Gymnastics cannot be said to be popular, but they are practised with considerable success in several schools, especially in the Ludhiána District, where some simple apparatus has been provided for every village school. Cricket is played with much spirit wherever there are competent instructors, and at the Delhi District school lawn-tennis has become a favourite game. It is difficult to say to what extent native games and exercises are in use. The boys are familiar with them in most schools. It would be well if they attracted more attention, as they are simple and inexpensive, and are understood by all. But having regard to the caprice of human nature it seems wiser to swim with the stream, and to encourage whatever fashion may dictate, provided that it be profitable.

17. *Internal arrangements of the Department.*—The various systems of inspection were discussed in the last report.

Of the principle of localizing all schools as far as possible, it may be said that certain charges, as, for instance, charges for the defence of the country, are in their nature imperial, and that others are essentially local. If a town or a village cannot afford to pay the cost of educating the children of the inhabitants, it is difficult to see how they can claim a right to be educated at all, or why they should not further demand food and clothing at the expense of their less favoured neighbours. To pay for such services from the general revenues of the State is either unjust or unnecessary. Unjust, if the advantage reaches the few; unnecessary, if it is fairly distributed. At least, the principle of local taxation for local expenditure must be acknowledged to be sound, although for the sake of setting up a model for imitation, or for other practical reasons, the educational cess which is collected from twenty villages may be expended upon the single school which is maintained in one of them. In practice of course it is impossible to adjust taxation so as to fall exactly in proportion to the service rendered, but the principle should continually be kept in view, and hence we regard the localization of educational expenditure as a step in the right direction.

"Payment by results" is another subject of discussion which in some shape cannot fail to recommend itself. But it may be questioned whether "results" can be correctly

appraised by the marks of an examiner holding an annual inspection. Fluctuations in numbers, and even in the proportion of success in prescribed examinations, are often, to a great extent, independent of the merits of managers and teachers, and the 'results' grant would lead to uncertainty and financial difficulty without materially influencing their zeal and industry. As a general rule, some form of the "results system" may be adopted when the income of a school is sufficient without the grant which may be earned by results, or, as in the case of indigenous schools, where the withholding of a grant is nothing more than an opportunity lost.

It may be possible, too, to place the branch schools in towns upon the "results" footing, trusting to the demand for the English education given in the superior schools; but in other schools it would probably be safe to provide a fixed minimum salary for each teacher, with the privilege of earning something more by examination.

But, after all, if it is desired to secure some of the advantages of the "results system," this may be done without the adoption of mechanical arrangements for estimating the value of work done. A glance at the tabular statements and reports will show that efficiency is by no means always in proportion to expenditure, and, if it is desirable that grants-in-aid should be augmented or reduced, and teachers discharged or promoted more freely than heretofore, without reference so much to individual exertion as to the success or failure of institutions, it seems more reasonable to act upon a general view of the circumstances of each case than to set up standards which are acknowledged to be very imperfect, and may sometimes entirely fail to give results in accordance with justice and expediency.

LAHORE CIRCLE.

This Circle embraces the nine districts belonging to the Lahore, Amritsar and Jullundur Divisions. These districts include, on the one hand, Kángra and Gujránwála with a sparse and poor population, and again Jullundur and Hoshiárpur redundant with wealth and energy; and they naturally exhibit, when considered from an educational standpoint, such different rates of progress as can only be explained by their geographical position. But, generally speaking, there is a slow though steady advance, not so much in the number of schools—as this is a mere money question—as in the pupils under instruction, and the efficiency of instruction imparted to them.

I. General Statistics.

Number of schools and pupils.

1. The following table gives the number of schools of different kinds in the Circle, and the distribution of pupils over these, at the close of the year.

Class of Institution	Number of Schools	Number of Pupils	Remarks
1.—*Government Schools.*			
Anglo-Vernacular	71	7,771	
Vernacular	710	33,595	
Normal	1	77	
Industrial	2	66	
Total ...	784	41,509	
2.—*Aided Schools.*			
Anglo-Vernacular	74	5,242	
Vernacular	102	2,902	
Normal	3	133	
Industrial	1	12	
Total ...	181	8,289	
Grand Total ...	965	49,798	

The number of schools has decreased by six, but the number of pupils has risen by 2,019. The total increase at first sight appears insignificant, but, considering that it is at the rate of 4 per cent., the progress may be considered on the whole not unsatisfactory. Every effort is made in the districts to attract children of a school-going age, and we must patiently await the time when parents will of their own free-will send their children to school and avail themselves of the advantages of education brought within the reach of the majority. Under Government schools there is a decrease of 5, but an increase of 1,503 pupils since last year; whereas under Aided institutions there is a decrease of one school but an increase of 516 pupils. Of the ordinary schools, 747 are for boys with 43,611 on the rolls, and 211 for girls with 5,892 on the rolls. Of the boys' schools, 4 are for Europeans with 154 pupils, and of the girls' schools 4 with 132 pupils. Two of the Normal schools are for men and two for women, with 113 and 97 students respectively. The Industrial schools are all for males.

Number learning English and the oriental classics.

2. The number receiving instruction in English has risen during the year from 5,020 to 6,193, or more than 10 per cent., showing the increased appreciation, especially in all the larger towns, of a knowledge of English. So great is in some instances the number of new applicants to the English classes in the Middle departments that owing to insufficient accommodation many will in future be refused admission unless the number of class rooms is increased and an additional expenditure incurred. Of the 6,193, 2,840 belong to Government and 3,353 to Aided institutions. The fact that a proportionally larger number of boys learn English in Aided schools arises from the fact, as has been stated before this, that English is generally begun much earlier in Mission than in Government schools. In the latter it is a rule to insist upon a purely Vernacular education up to the Lower Primary standard before a boy is allowed to take up English. Experience shows that such a course is both expedient and attended with the best results, as seen in Middle school and Entrance examinations. The number of those reading Arabic in the Circle is now 465—425 from Government schools and 40 from Aided schools; and the number reading Sanskrit is 542—419 being from Government and 123 from Aided schools. The totals last year were 426 and 519 respectively.

Expenditure.

3. The whole expenditure on the schools during the year, not including inspection, amounted to Rs. 4,13,268 against Rs. 4,15,570 in the previous year. The difference is accounted for by an increase of Rs. 443 in

Government and a decrease of Rs. 2,745 in Aided schools. The total expenditure on Government schools amounted to Rs. 2,74,354, and in Aided schools to Rs. 1,38,914. This latter amount, distributed over 181 schools, gives on an average Rs. 767 per annum for every Aided institution, or a little more than Rs. 16-12 for every pupil; whereas in Government schools Rs. 6-9 is expended on the average for every pupil per annum.

The amount given in grants alone should, if judiciously expended, educate more than double the number of pupils attending the different Aided schools, even after allowing for the heavy item of Rs. 22,275 on English and Eurasian schools for boys and girls.

Fees.

4. The amount of fees collected rose during the year from Rs. 49,539 to Rs. 54,545. Of this sum, Rs. 36,520 were received in Government schools and Rs. 18,025 in Aided institutions. The proportionately larger amount returned from Aided schools is owing to the fact that they are, most of them, situated in large towns, whereas in Government schools in districts the boys of agriculturists are exempt from fees, though the rest pay on the average a higher fee than that levied in Aided schools.

Physical Training.

5. The Panjábí boy has a tendency, when he gets to a certain stage of his scholastic career, to take little exercise and devote all his time to his studies. This application naturally leads to ill-health. Nothing will counteract the evil habit of spending excessive time over lessons than plenty of outdoor exercise. The climate during half the year forbids much attention to physical training, but, in obedience to the old wise saying *mens sana in corpore sano*, there are now schools in every district—I regret I cannot say every school—where simple games, and long and high jumps, are practised and encouraged. When the children once get accustomed to this kind of exercise, they gradually come to look upon it as a diversion, and not as a hard task. In many of the Middle schools gymnastics have been introduced. I should like to see every one, without a single exception, provided at least with parallel bars, a horizontal bar, and a pair of Indian clubs. The initial expense, as well as the salary of a trained instructor for every district with more than six Middle schools, would, I consider, be worth while incurring, considering the great benefit such a course would produce.

Cricket has been encouraged in all the High schools and many Middle schools. I believe the introduction of cricket in the larger schools of this Circle may be ascribed to Mr. Alexander, the late Inspector of Schools. He had a Champion Cricket Belt made which was annually competed for by all the Government schools in his Circle. This competition for the belt since 1870 became so popular that eventually some of the Managers of grant-in-aid schools looked at the exclusion of their pupils as a grievance and an injustice. In order to obviate the difficulty, for Mr. Alexander's intention on the subject was clear, and to extend the matches to all schools in the Circle, whether Government or Aided, it was arranged to get another belt from Messrs. Hamilton & Co. of Calcutta. Eight district schools had subscribed Rs. 90 for that purpose. This sum covered more than half the price of the belt, called "the Alexander Champion Belt," which is made of leather with silver fastenings and buckle, the latter having a gold plate with the appropriate emblems of cricket on it. To

Mr. Carne, Head Master of the district school at Amritsar, the success of the new belt is chiefly due, and I am therefore the more glad to say that after a severe competition in March last his school eleven proved victorious.

RAWALPINDI CIRCLE.

Brief sketch of Education.—I. With regard to the education of children of Europeans and Eurasians in civil work, either Government or private, there are only two stations in this Circle, *viz.*, Ráwalpindí and Murree, where such children are to be found in any numbers. At Ráwalpindí and Murree, taken together, there are eight institutions for European and Eurasian children (not entitled to join regimental schools), either boarders or day scholars, boys or girls, Protestants or Roman Catholics. Some of these institutions are supported by grants-in-aid from Government, while others are purely private; some of them give instruction in the Primary, others in the Middle grade; while one, the St. Thomas' College for boys in Murree, educates up to the Matriculation standard, and has applied for affiliation to the Calcutta University up to the First Arts standard. All these institutions contain 288 scholars.

Education of Europeans and Eurasians.

II. There are 45 native female schools in the Circle with which the Government is connected in any way, and these are attended by 1,663 girls. Seven of these schools belong to the Mission Societies and are superintended by the European or American ladies of these Societies. All the rest are under native agency, and, with the exception of one school, are in the Ráwalpindí and Jhelum Districts. There does not appear to be the slightest desire on the part of the native public to have their female children given instruction of any kind, beyond the repeating off by heart of the Qurán with Muhammadans, and of Hindí and Gurmukhí books with Hindús and Sikhs; and a more substantial proof of the absence of such desire cannot be found than in the condition of the female schools under native agency in Ráwalpindí and Jhelum. These schools are entirely supported by public funds, as far as money transactions are concerned, and are thoroughly appreciated, not for the instruction given in them—for this may be considered as *nil*—but for the opportunity afforded by them for the distribution of some Rs. 320 a month of the public funds.

Education of native girls.

In the Gujrát and Hazára Districts there are said to be 1,460 and 2,015 girls, respectively, attending indigenous schools. In the statistics furnished to me by the other districts boys and girls are shown together.

Girls attending indigenous schools.

In Kohát, 20 young native girls attend the district school and sit in the same building with the boys—a thing which I never saw done in any other district school, or in fact Government school of any kind, in the Ráwalpindí or Mooltan Circle. These little girls are Sikhs, and merely learn religious books off by heart.

Girls attending Kohát District school.

III. In the education of native boys in Government schools, the Ráwalpindí, Jhelum and Gujrát Districts take the lead in this Circle with 6,280, 4,027 and 4,304, respectively, in schools of all grades, both English and Vernacular. The Ráwalpindí District shows an increase of over 1,000 for the year under review, following an increase of 812 for the previous year.

Education of native boys at Ráwalpindí, Jhelum and Gujrát.

In the Jhelum District there was a great deal of sickness during the year, and there was only an increase of 229 students, against an increase of 450 for the previous year. The Gujrát District has an increase of 241 students for this year against an increase of 284 for the year before.

In the Ráwalpindí and Jhelum Districts there is evidently an idea growing up that those who can read and write must in the end fare better either in official or private life than those who are not educated. Hence there is more life manifested in school work in these two districts than in the others. Many of the respectable natives are known to give food both to teachers and to non-resident boys; some of them help in supplying funds for school houses, and for the salaries of teachers when they are first appointed. School fees, though perhaps not as large as in schools of other Circles, are still willingly paid, and there are numerous applications for Middle schools. The Gujrát District appears to have a disadvantage over the other two districts in not having many natives of social standing to look after the schools or give assistance or encouragement to teachers or boys. So long as the native public sees that Government funds, either District or Municipal, are forthcoming for as many schools as are wanted, the system of providing private funds for the establishment of schools will never be carried out, and instances will always continue to be as numerous as they hitherto have been, of applications for schools being renewed year after year in the hopes of District or Municipal funds being available at some time or other. If, however, it were known that there was to be some limit to the distribution of Government funds, and schools cannot be opened at all except by private resources, the people would then look to this latter method of establishing schools instead of waiting patiently for years for a Government salary to fall vacant; and for this system of self-help in regard to schools the Ráwalpindí and Jhelum Districts are becoming gradually well prepared.

IV. The case is different, however, with the Sháhpur District. At Bhera, where English instruction is given in a District school, and in other large towns, such as Sáhiwál, Khusháb and Miáni, where there are Municipal funds for disposal, the schools are well attended, and applications have been submitted for English instruction, and private contributions have been, to a certain extent, offered to supplement Municipal funds for the salaries of teachers of English. But, in the district generally, there does not seem to be much, if any, desire for education, and no fees are paid in the Primary schools except in the one attached to the District school at Bhera. There are said to be very nearly 57,000 boys between the ages of 5 and 14 years in the whole district; but the population, which is much smaller than that of either Jhelum or Gujrát, is scattered over a much larger area, and in consequence of this, added to the general apathy in regard to schools, there are only 2,297 students in Government schools of all grades including the Bhera District, in which alone there are 464 students.

Education of native boys—Sháhpur District.

A short time ago in the Jhelum District a Vernacular school had to undergo a change of teachers which did not please the students, and a large number of them accordingly left the school, but they were soon collected together again and formed into two new private schools by those interested either in the boys or in the new teachers that were appointed.

If a school in the Sháhpur District happened to be broken up from a similar cause, it is most probable the boys would be glad of the excuse for leaving school, and it is doubtful if any one would come forward to collect them into a private school.

Education—Native boys—Hazára District.

V. It is only within the last ten or eleven years that Government schools were established to any great extent in the Hazára District. Previous to that period there were only the three schools of Mansrá in the north, the Abbottábád District school in the centre, and Harípur in the south of the district. There are now, excluding the Abbottábád District school, 1 Middle and 19 Primary Vernacular schools in the district containing 842 scholars, and in one of these schools, that at Harípur, English instruction has been lately commenced. There are said to be 13,542 scholars (including over 2,000 girls) attending 1,043 indigenous schools in the district. So far as regards the kind of education given in Government schools, however, there are as yet very small signs of any appreciation of it, and whatever is going on in school work is principally due to Government influence, and very little to private exertions or interest in the matter.

Peshávar District.

VI. Mr. Cordery, the former Commissioner of the Peshávar Division, in his Educational report on the Peshávar District for 1881-82, says: "Private education at home is much resorted to throughout the district, and will continue to be a favorite practice with the Kháns. A total want of letters amongst men well-off is rare in this district, though their cultivation does not run much in the English groove." It is very difficult in Peshávar or anywhere else to instil into the native mind that there is any use in a knowledge of History or Geography except for the purpose of passing an examination. The time which is considered to be wasted over such subjects in Government schools is spent on the more favorite study of Persian or Arabic literature at home, and for this reason education in Government schools is not so much appreciated as private education at home. Besides the Anglo-Vernacular Mission school, which has about 550 scholars, there are 4 Middle and 30 Primary Vernacular schools containing 1,447 scholars. The Deputy Commissioner, in his Educational report for the year just ended, says he is desirous of opening some more Vernacular Primary schools, but that there is a great difficulty in finding suitable teachers for them. It was with the view of securing men in some degree qualified for teacherships that I took up the Deputy Commissioner's suggestion in last year's report for the establishment of some Vernacular Middle schools in the district. I applied for and obtained sanction for the opening of 3 Middle schools at Mardán, Nowshera and Charsadá, which have an attendance of 22 students in all of them; and this number will probably increase if some stipends are given as recommended by me.

Kohát District.

VII. In the Kohát District there are only 4 Government Vernacular Primary schools, and these have 242 students in them.

The indigenous schools are said to be 251 in number with 2,447 students. The Kháns of the district take a great interest in the district school in the city of Kohát. They have given funds towards the erection of a part of the school building; they appear to be very fond of visiting the school whenever their duties take them into Kohát, and the Head Master of the district school in his inspection of the 4 Vernacular schools succeeded in getting some of the principal natives out in the district to send their children to the district school, where there is a very good boarding-house for their reception. Some Maulavís in the city of Kohát established a school of their own this year and collected some 200 students of all ages who were receiving instruction in Persian and Arabic. At my inspection of this school in August last, I picked out a class of 30 or 40 young boys in it, and offered to give a teacher to instruct them in Urdú, Arithmetic and Geography; but I was informed by the Maulavís that it was against their principle to take assistance from Government in the shape of money or teachers.

Indigenous schools in the Circle.

VIII. From the investigations made by the District Inspectors and Chief Muharrirs, it appears that there are 4,448 indigenous schools in the whole Circle containing over 51,000 students, or an average of 11 students for each school. There is no doubt that indigenous education, such as it is, is carried on to a great extent, but in a most erratic manner. I have seen boys sitting together without any teacher, and was told that he had been away on a visit somewhere for the previous three or four days and it was not known when he would return; at other places I have been shown men who were said to have schools, and on inquiring from them I have been told that they did teach boys, but there were none present then, and the teachers did not know when any of them would come again. Not long ago I went with one of the Chief Muharrirs to a place where there was said to be a school, but we found neither teacher nor boys, and as the Chief Muharrir was collecting statistics of these schools, I left him riding about through the village and looking for the teacher. One prevailing idea with regard to indigenous education is that, being of a purely religious character, it is given "for the love of God," and the teacher is supplied with food or grain, also "for the sake of God," and that therefore, in purely indigenous schools of the old type, Government money would not be accepted as was the case of the Maulaví's school at Kohát mentioned above. Another idea is (and this, I believe, is found to be the fact with regard to Government schools) that wherever Government money is touched in the form of a salary, private contributions cease to exist. The system under contemplation of giving Government aid to indigenous education may raise up private schools on the English groove, but it still remains to be proved how the working of the system will affect the old style of native education, which some appear to think Government aid will benefit and cause to flourish.

MOOLTAN CIRCLE.

Fever

There prevailed throughout the last four months of 1882 a very severe epidemic fever along the banks of the rivers in consequence of unusual floods, but the results with regard to progress in schools, though temporarily checked, showed fairly well at the end of the year.

There was at the close of the year a total of 256 schools for boys in the whole Circle, or 6 more than were reported last year. They contained altogether 14,167 scholars, showing a decrease of 429 compared to the numbers last year. 25 of these were English schools in which 1,254 boys were learning English, and of all these 25 schools 12 are Aided institutions with a total of 830 pupils, 240 of whom were learning English.

Number of schools.

The total amount expended on education in this Circle for boys was Rs. 1,01,393, that is, Rs. 1,626 more than was expended last year.

Expenditure.

The total amount collected in fees was Rs. 10,561, which shows a decidedly good increase of Rs. 1,599 over the sum collected last year.

Fees.

The number of passed candidates at the different examinations for the past year were—2 for the Calcutta University and 9 for the Punjab University Entrance, against 7 of last year; 106 at the Middle school examination, against 86 the year before; 692 at the Upper Primary, against 721; and 1,331 at the Lower Primary, against 1,203 the previous year. The comparative numbers of the Middle school examination have reference to the examination which took place in April 1881.

Results of examinations.

There are 16 Female schools in this Circle containing a total of 358 girls. Six of these are Aided, and not open to Government inspection, and contain a total of 54 girls. Of the others, 8 are in the Jhang District, and 2 in the Montgomery District, containing an aggregate of 304 girls. The expenditure on the former is Rs. 1,263, and on the latter Rs. 811, or a total cost of Rs. 2,074 on the Female schools of this Circle. They are all of the Lower Primary standard, but as yet no girls have been found fit to pass this stage according to the Government scheme of studies. Upon analyzing the foregoing statistics in detail, the following result is obtained :—

Female schools.

Special points of interest.

1*st*.—The number of pupils under tuition in Government schools where English is taught is almost the same, with a very slight increase, as it was last year.

2*nd*.—The number of pupils under tuition in Aided schools where English is taught has fallen off considerably by nearly 200.

3*rd*.—The number of boys in purely Vernacular schools which form the bulk of the popular institutions has fallen this year by nearly 300 below what it was last year. I shall try to explain the reason of this in the chapter on Primary education.

A general sketch of the progress of education throughout all these districts, though not reassuring to those whose experiences have been gained in regions longer reclaimed, nevertheless shows a steady advancement towards a desired end. Superstition, prejudice and the grossest ignorance are gradually though surely giving way, and the question of whether this end can be accelerated by subsidizing the indigenous schools of the country is now about to be put to the test. The material to be worked on in every district is not, however, the same. In the Jhang District, for instance, a wild, restless, lawless disposition is manifested, and the opposition to the establishment of

General sketch.

schools is evinced more from an idea that it tends to deprive the people of their hereditary means of subsistence than anything else. But in the Mooltan and Muzaffargarh Districts, where almost every yard of ground has been rendered holy by the feet of saints and *pírs*, and wherever in the most arid and desert wastes Moslem monuments are constantly met with, the religious fervour of the people is much more enhanced than elsewhere. In the larger towns, where the trading Hindús form the bulk of the population, there is not the slightest difficulty in establishing schools on new principles or even in subsidizing whatever indigenous schools there may exist; for, though the age of the Brahminical *pátsháld* is passing away in India, the more utilitarian schools of the *pandha* or *ojha*, where a few religious sentences are ingeniously interlarded into the general course for the sake of popularity, still hold sway. But there are no Moslem indigenous schools of this kind to be found here; the only kind being the purely religious, where the Qurán is taught by rote, or at most a secular and not very edifying book or two in Persian. Writing is seldom taught, except to a certain class; Arithmetic of any sort, never; and as for general knowledge, nothing will induce the Mooltaní Musalmán to accept any branch of it, especially Geography, willingly. Add to all this the specially degraded state of the Muhammadans of these two districts, and this degradation much fostered by the profligacy of the dominant Makhdúms, whose very vices are distorted into virtues by the general voice of a debased race, and it will not be difficult to see that subsidization or any pandering to an ignorant bigotry would be injudicious here. The very nature of the indigenous Muhammadan schools is quite opposed to any reform, and, though in time teachers might be found for such schools whose views had received a more liberal tinge from having been themselves educated at other institutions, that time is still distant. It would be as fruitless an effort to gain any real benefit from directly subsidizing a Muhammadan school of the kind common here as to endeavour to induce wasps to manufacture honey even by the most persuasive means. But I am convinced that without the very slightest suspicion of compromising the very high and definite duty of every Englishman in this country, means do exist for arriving at the desirable end aimed at in the spirit of all Government despatches and resolutions on the subject. When the nature of the indigenous institutions is such as warrants help, such should unquestionably be given; but, whereas in this part of the country this nature is not apparent, the chief officer of the district should use his influence and prerogative to establish other schools with or without the acquiescence of the people. This has been done hitherto more or less, and a great deal of good has been the result; but I firmly believe that we have arrived at that particular crisis when a little more adherence to this policy would have a most beneficial effect. By helping a purely Moslem indigenous school, we only seem to be endeavouring to prop up a crumbling ruin, an act which, however just in the abstract, might not be intelligently understood; and if by assisting existing Muhammadan schools is meant to take a fair compensation in the way of conditional proficiency, however small, the hope is, in my candid opinion, vain. In halting at a rather considerable town in the Mooltan District in the course of my last tour, the headman pleaded very earnestly that I would not recommend the Deputy Commissioner to establish a school there; and upon my representing to him that my duty was to spread education and not repress it, he said "we have a school of our own here, and it gives us all the education we want, only just as much as we are permitted by our law to learn, and though the Deputy Commissioner is all-powerful and can do as he pleases, what is the good?" The Hindús will probably enter the school, but the Muhammadans must not. I said, "If instead of opening a new school the

Sarkár were to give a sum of money to your school teacher every year according to the number of little boys who can read and write and add up a few figures, I think that would suit you very well." "No," he said, "the teacher of my school knows naught but the Qurán, and if he wished to teach writing and figures, the people would regard my school as a *Sarkárí* institution, and indeed there would be no difference; why should we qualify in these matters, and what object has the *Sarkár* in view in trying to make us do so?" This is one of many examples I could give of the views of the Muhammadan population on education, but there is a great contrast in the views of the people of Dera Ghází Khán, very different to anything I have seen nearer Mooltan. That district is, no doubt, the best in the Circle, and the Biloch or semi-Biloch element most favorably inclined to education. The best proof I can give is in the case of a Makhdúm who, whatever his principles may be, takes a very considerable interest in a Government school which he himself was the means of establishing under the very nose, as it were, of a noted shrine in his care Most of the Muhammadan boys in this school, however, are exercised in the Qurán by another teacher and in another building. It is also very enjoyable on journeying through the Dera Ghází Khán District to find the headmen of villages quite eager to have a quiet talk on the state of the schools, whereas in Mooltan and Muzaffargarh (not so much in the north of the latter district) the very approach of an educational officer is looked upon much in the same way as some great calamity, and he is everywhere an unwelcome visitor. The Dera Isma'íl Khán District is also fairly well disposed towards education, though I have not had any opportunity of inspecting the village schools on the other side of the Indus. The population of the Montgomery District is throughout very averse to education, Hindús as well as Muhammadans being difficult to persuade.

But, taking every circumstance into consideration, there is a perceptible steady progress annually in the right direction. I have alluded to the views of the population, and the prospects of education generally as regards Primary education alone, as I consider that the Secondary education is quite able to show its own work, and is, so to speak, above the level of native thought and opinion in the district. I have already experienced some little success in persuading teachers to get up new schools of their own under a payment-by-result system, and I think that if this operation could be enlarged the institutions would become both popular and satisfactory. These teachers have almost all of them had some tuition in a so-called Government school, but they have started these schools more as a speculation for themselves, becoming in time popular spiritual preceptors as well, though they must be considered as new institutions quite independent of the more typical Muhammadan schools, but very likely to be merged gradually into the number as the teachers gain the confidence of the people.

APPENDIX F.

List of Medals and Prizes offered by private liberality on the results of the Middle school examination of 1883.

No	District	Names and designation of donors of prizes	Nature and value of prizes	Rs	Conditions of award
1	Delhi ..	Khán Bahádur Amír 'Alí, Extra Assistant Commissioner	Silver Medal	10	Best pass in Anglo-Arabic school
2	Do. ...	Commissioner and Superintendent Delhi Division.	Do. ...	10	Next best pass in the Delhi Anglo-Arabic school
3	Rohtak .	Káyast Sabhá ...	Do. ...	15	To the Káyast student of the Rohtak District school who gains the highest marks in the aggregate.
4	Do. ..	Arya Samáj ..	Do. ..	10	To the student of the Rohtak District school who obtains the highest marks in the aggregate
5	Ludhiána ..	Members of Municipal Committee, Jagráon.	Cash ..	10	To Jagráon Anglo-Vernacular school student who obtains the highest marks in the last Middle school examination
6	Do. ..	Lálá Umráo Singh of Ráhon	Silver Medal	5	To student of Ráhon Middle school who obtains the highest number of marks.
7	Kángra ...	Lálá Naráyan Dás, Munsif, Pálampur	Gold Medal	20	Pálampur student who gains highest marks in the aggregate.
8	Lahore ..	Munshí Guláb Singh, Manager of 'the Reformer' and proprietor of Mufíd-i-'Am Press Lahore.	Cash ...	20	To the candidate who obtains the highest number of marks in the aggregate in the whole Province.
9	Do. ..	Members, Municipal Committee, Chunián	Do. ...	10	Same conditions as for prize No. 23.
10	Do. ..	Sardár Bulaqá Singh, Zaildár, Qil' Dharm Singh (Chunián)	Do. . .	5	Do. Do.
11	Do.	Sardár Arjan Singh, village Sur Singh (Kasur).	Do. .	10	Best pass in the Bhadána Vernacular Middle school.
12	Do. ...	Sardár Karm Singh, Zaildár, Sahjra.	Do. ...	10	Best pass in the Lahore District.
13	Do. ...	Sardár Jawáhir Singh, son of Jawand Singh, of Suga (Kasúr).	Do. ...	10	Best pass in the Khemkarn Vernacular Middle school.
14	Do. ..	Sardár Surjan Singh, son of Sardár Guláb Singh, of Suga	Do. ...	10	Best pass in the Chunián Vernacular Middle school.
15	Do. ...	Mirzá Karím Beg, Member, Municipal Committee, Pattí (Kasúr).	Do. ...	10	Best pass in the Baghbánpur Vernacular Middle school.
16	Do. ...	Mirzá Kalíl Beg, Member, Municipal Committee, Pattí.	Do. ...	5	Best pass in the Pattí Vernacular Middle school.
17	Do. ...	Sardár Hukm Singh (son of Kesar Singh), Zaildár.	Do. ...	10	Best pass in the Kasúr Anglo-Vernacular school.
18	Do. ..	Sardár Atmá Singh, Lambardár	Khillat ...	10	To the best successful candidate of Bhadána Middle school.
19	Ferozepore ..	Lálá Telú Mal ...	Silver Medal	...	Best pass in the Ferozepore District school.
20	Do. ...	„ Jotí Mal ...	Cash ...	10	Next best pass in ditto.
21	Sháhpur ...	„ Nihál Chand ...	Do.	10	Best pass in the Miání Vernacular Middle school.

APPENDIX F.—*concluded.*

No.	District	Names and designation of donors of prizes	Nature and value of prizes		Conditions of award
				Rs.	
22	Hazára ...	Hazára Anjumán ...	Silver Medal	...	Best pass in the Abbottábád District school.
23	Kohát ...	Sháhzáda Sultán Ján, C. I. E., Extra Assistant Commissioner, Kohát.	Gold Medal	...	To a student of an Anglo-Vernacular school in the Province who obtains the highest marks in the aggregate and passes in every compulsory subject, belongs *bonâ fide* to the 3rd class Middle school, is of good moral character, not above 18 years of age, has not been more than one year in any one Middle school class.
24	Do. ...	Khán Bahádur Saiyad Bakhsh, Honorary Magistrate, Kohát	Silver Watch	...	Best pass in the Kohát District school.
25	Do. ...	School Committee, Kohát ...	Silver Medal	...	To a Kohát District school student who passes best in English Grammar, History of India, and Persian Grammar.
26	Montgomery ...	Pleaders of Montgomery ...	A Gold-mohur	...	Best pass in the Montgomery District in the Anglo-Vernacular examination, and that he continues his study for the next two years in any district school.
27	Jhang ...	Dr. Chaitan Sháh, Khán Bahádur, officiating Civil Surgeon	Prize in honor of Bhaí Jas Sháh	50	To an Anglo-Vernacular student of Jhang District who does not stand below 10 in order of merit in the Province, and that he agrees to prosecute his studies for another two years.
28	Do. ...	Nawáb Muhammad Isma'il Khán	Medal ...	10	To Jhang or Maghiána school boy who passes best and takes up Arabic or Sanskrit also.
29	Muzaffargarh ...	Local Self-Government Club at Muzaffargarh	Silver Watch	...	Best pass in the Muzaffargarh school.